DOCUMENT RESUME

ED 274 398 JC 860 520

AUTHOR	Weeks, Richard G., Jr.
TITLE	Challenges of Conducting a Self-Study Process: Small Two-Year Institutions.
INSTITUTION	Northwest Community Coll., Powell, WY.
PUB DATE	23 Mar 86
NOTE	198p.; Paper presented at the Annual Meeting of the North Central Association of Colleges and Schools (91st, Chicago, IL, March 23-26, 1986).
PUB TYPE	Reports - Descriptive (141) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Accreditation (Institutions); *Administrative Organization; Administrator Role; Community Colleges; *Self Evaluation (Groups); *Small Colleges; Teacher Role; Two Year Colleges

ABSTRACT

A description is provided of the accreditation self-study process employed by Northwest Community College (NCC), along with a copy of the final self-study report. First, information is presented on how the current college organizational structure was used to conduct the self-study, including explanations of the role of the President's Advisory Committee as the steering committee for the study; and of the college's basic planning and budgeting units, standing committees, and administrators. Problems such as the heavy demands on the time of faculty members and difficulties meeting the schedule for completion of the self-study are discussed, along with the advantages for small colleges of using existing organizational structures rather than creating special self-study committees. Charts illustrating roles and responsibilities are also included. The bulk of the document consists of the self-study report which includes information on NCC's mission and goals, programs of instruction, students and student services, faculty, instructional support services, financial resources, physical facilities, community resources, and institutional dynamics. The report's numerous appendices include follow-up information on NCC graduates, and findings from a transfer comparison study, occupational student follow-up, and a student needs survey. (EJV)

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CHALLENGES OF CONDUCTING A SELF-STUDY PROCESS:
SMALL TWO-YEAR INSTITUTIONS

Richard G. Weeks, Jr.
Dean of Instruction
Northwest Community College
Powell, Wyoming

JC 860 520

Presented at the 91st Annual Meeting of the
North Central Association of Colleges and Schools
Chicago, Illinois
March 23, 1986

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SELF-STUDY INSTITUTE

CHALLENGES OF CONDUCTING A SELF-STUDY PROCESS: SMALL TWO-YEAR INSTITUTIONS

Sunday, March 23, 1986/1:45-2:45 p.m.
Chicago Regency/Columbus A-B

Speaker: Richard G. Weeks, Jr., Dean of Instruction, Northwest Community College (WY)

I am pleased that North Central has structured its sessions so that representatives of small, two-year institutions have a chance to meet together. It has seemed to me that the size of an institution is in many ways a more important variant in determining commonality of interests than the number of years of education a college may offer. Despite the pervasive public notion that bigger is somehow better, the small college offers many fundamental advantages: 1) it can provide the personal atmosphere which is so essential to student learning; 2) there are fewer barriers to communication because of fewer numbers and a typically uncomplicated organizational structure; 3) because of better communications and uncomplicated organizational structure, small colleges have more flexibility to solve problems and to change.

Given these advantages, Northwest Community College hoped that it could employ its self-study process to seek or confirm consensus among its faculty and other employees. This meant that all employees, and the faculty in particular, needed to be given a direct opportunity to have a say on the questions which concerned them. The traditional formation of a large Self-study Steering Committee, operating with subcommittees on particular areas, did not seem to meet our needs. At the time of our self-study, Northwest employed sixty-four full-time faculty, and probably no more than a third of them would have been extensively involved through the traditional, essentially representative method. We therefore made the decision to employ the current college organizational structure to conduct our self-study.

Using the mechanisms the college had established for decision making and planning somehow seemed appropriate and even necessary for a self-study exercise. To establish a special self-study committee that would disappear at the departure of the NCA Consultant-Evaluators appeared artificial and suited to the needs of an outside body rather than to our own needs. The President therefore designated his formal advisory group, the President's Advisory Committee, as the Steering Committee for the self-study. The membership of this committee included, in addition to the President, the Deans of Instruction, Students, Administrative Services, and Continuing Education; four faculty members elected by the faculty; the President of the Faculty Organization; the Student President; the College Business Officer and the Assistant to the President. An additional faculty member from an occupational field was added to the Steering Committee to fill a gap in the representation of a major interest group. The Dean of Instruction was appointed Steering Committee Chairman by the President.

The Steering Committee decided to organize the self-study process around the questions given in eleven schedules in the 1983-84 edition of A Guide for Self Study and Evaluation. A number of additional questions were identified, resulting in a total of 119 questions. The Steering Committee assumed itself the initial task of reviewing the mission and goals statements. Subsequently, the Steering Committee's revised mission and goals statements were discussed with faculty through the divisional structure, recommended after additional revision to the President, and adopted by the Board of Trustees. At this point the questions not addressed by the mission and goals review were assigned a review process by the Steering Committee. The general path of review and comment was unit - committee - administrator - Steering Committee.

Units are the basic planning and budgeting centers at Northwest Community College. Some examples are the Library, the Social Science Division, the Student Personnel Office, Physical Plant. Committees exist to oversee many of the functions of the institution. The standing committees were the Admissions, Aids, and Awards Committee, the Curriculum Committee, the Instruction Committee, the Learning Resources Committee, and the Student Life Committee. In this process, where no standing committee existed to oversee particular functions, such as physical plant or financial operations, the Steering Committee assumed that role. The third stage of review was that of the responsible administrator--one of the Deans or the President. The final stage of review (prior to the Board's approval) was the Steering Committee.

Examples will be helpful in illustrating the process.

Question: Does the institution possess--or provide ready access to --learning resources adequate to its educational programs?

Unit Responses: Applied Science Division
Fine Arts Division
Humanities Division
Life and Health Science Division
Physical Science Division
Social Science Division
Learning Skills Center
Library

Each of these units considered the question and developed a response. The response of each unit was entered on a form (blue sheet) provided for that purpose and sent to the Self-study Coordinator. The Self-study Coordinator gathered the requisite responses and sent copies of them to the pertinent committee, in this case, the Learning Resources Committee.

The Learning Resources committee (seven faculty, three administrators, two students, the Librarian, the Academic Computer Coordinator) reviewed the unit responses (blue sheets) and developed a committee response on the form provided (pink sheet). This form was sent to the Self-study Coordinator, who sent a copy to the pertinent administrator, in this case the Dean of Instruction.

The Dean of Instruction, having received the "pink sheet" response for his area, wrote the appropriate sections of the self-study based on the material received. This and other sections written by area administrators were gathered by the Self-study Coordinator, who integrated the work of the various writers into a coherent and stylistically consistent report. The report then went to the Steering Committee for review and revision prior to the Board of Trustees' final review.

Other questions require a less elaborate process. For example: "By what mechanism(s) does the institution assess its financial condition?" In this case, the Business Manager developed a response (blue sheet) which was reviewed by the Steering Committee (pink sheet), and sent to the Dean of Administrative Services for inclusion in the portion of the self-study which was his concern.

Throughout this process, effective communications were essential. The minutes of the Steering Committee were sent to each faculty member. The Steering Committee Coordinator also had to keep track of the routing of each question according to the time schedule developed by the Steering Committee. The "blue sheet" and "pink sheet" terminology became common shorthand for understanding where a question stood, and a large number of copies (of the right color!) had to be produced for Steering Committee members.

In retrospect, the process was successful in producing a consensual self-study document, but at the cost of heavy demands on the time of the faculty as a whole. There were many complaints about the committee load during the process, there were no complaints of a lack of opportunity for input. Although the Dean of Instruction served as Self-study Coordinator, this was not an essential aspect of the process. A sufficient number of checks and balances existed to mitigate any fears of administrator domination of the study.

It also turned out that our schedule for completion of the self-study was too ambitious. We had hoped to begin our mission and goals review in September and have a rough draft of the self-study document by late April. This simply was not possible, in part because the Self-study Coordinator wore out. A better schedule would be to allow a full academic year to acquire responses and, one hopes, drafts of the various sections of the report, and then to allow the summer or Christmas vacation, as the case may be, for the Self-study Coordinator to develop the proposed draft of the full report.

The time demands which the answering of 119 questions placed on our faculty and staff would also be reduced by the revised structure of the questions in the 1985-86 Guide for Self-study and Evaluation. Fifty-eight questions are raised in the context of the four evaluative criteria. This format likely will promote a broader view of the functions and results of an institution's work in unit and committee discussions.

Using the organizational structure in place may not be the best option for every small college, but when employed, it has the advantages of 1) a multiple review of issues, 2) confirmation or discomfirmation of the effectiveness of the committee structure for handling the essential business of the college, and 3) the best chance available for arriving at consensus and a sense of "having a say" among faculty and other employees.

By October 15, 1982	By December 15, 1982	By March 1, 1983	By April 1, 1983	By May 15, 1983	By September 1, 1983	By September 15, 1983	By October 1, 1983	Around November 15, 1983
Steering Committee	Academic Divisions Library Learning Skills Center Student Personnel Office Business and Physical Plant Staff Others	Academic Advisory Council Curriculum Com. Instruction Com. Learning Resources Committee Campus Life Com. Admissions, Aids & Awards Com. (Physical Plant and Business)	Dean of Instruction (Academic Advisory Counc.) Dean of Students Dean of Administrative Services Dean of Continuing Education	Steering Committee	Steering Committee Chairman	Steering Committee	Board of Trustees	North Central Association Visitation
Review of Mission Statement Data Preparation	Optional responses to questions referred by the Steering Committee	Review, discussion, and recommendation on responses	Review of committee reports, discussion, and writing of sections for self-study report	Discussion of sections, composition of unified report by committee chairman, review, revision, and preliminary approval of self-study report	Review and update of self-study report	Review, discussion, and approval of self-study report (Acceptance by President)	Review, discussion and approval	
Referral of questions to appropriate functional area(s)	Refer responses to appropriate College committee, as designated by the Steering Committee	Send report to appropriate Dean, as designated by the Steering Committee	Refer to Steering Committee	Review report with NCA liaison over summer Preliminary review by Board of Trustees	Refer to Steering Committee	Refer to Board of Trustees	Submission of finished report to NCA	

NORTHWEST COMMUNITY COLLEGE
SELF-STUDY PROCESS ROUTING

(All reports are returned to the Self-study Coordinator for routing.)

	Unit	Committee	Administrator	Steering Committee
Mission and Purpose	How does unit contribute to Mission and Purpose?			Steering
Recruitment and Admissions	Student Personnel Office	Admissions, Aids, and Awards Commit.	Dean of Students	Steering
Student Services	Student Personnel Office, Placement Office	Admissions, Aids, & Awards Com., Campus Life Committee	Dean of Students	Steering
Faculty and Staff	Academic Advisory Council	Instruction Commit.	Dean of Instruction	Steering
Library and Instructional Resources	Academic Divisions, Library	Learning Resources Committee	Dean of Instruction	Steering
Financial Resources and Operations	Business Office	Steering Committee	Dean of Administrative Services	Steering
Physical Facilities	Physical Plant	Steering Committee	Dean of Administrative Services	Steering
Auxiliary Services	Student Personnel Office	Steering Committee	Dean of Students	Steering
Educational and Learning Experiences	Academic Divisions, Faculty Development Committee	Curriculum Commit. Instruction Commit.	Dean of Instruction	Steering
Continuing Education	Continuing Education, Academic Advisory Committee	Curriculum Commit. Instruction Commit.	Dean of Instruction	Steering
Evaluating and Certifying Students	Student Personnel Office, Placement Office	Instruction Commit.	Dean of Students	Steering
Governance		Board of Trustees	President	Steering
Organization and Administration	All Units	Steering Committee	President	Steering
Planning	All Units, Parkersburg Planning Model		Administrative Services, Instruction, Students, President	Steering
Experential Learning	Student Personnel Office	Instruction Commit.	Dean of Students	Steering

NORTHWEST COMMUNITY COLLEGE
ORGANIZATIONAL STRUCTURE OF
SELF-STUDY PROCESS

Board of Trustees

Self-study Steering Committee

ADMINISTRATORS:

Dean of Instruction

Dean of Continuing Education

Dean of Students

Dean of Administrative Services

President

COMMITTEES:

Curriculum

Learning Resources

Instruction

Admissions, Aids, & Awards

Student Life

Self-study Steering Committee

President's Advisory Committee

Board of Trustees

UNITS:

Applied Science Division

Fine Arts Division

Humanities Division

Life & Health Science Division

Physical Science Division

Social Science Division

Library

Learning Skills Center

Academic Computing Services

Physical Plant

Business Office

Student Personnel Office

Faculty Organization Executive Committee

Stages in Self-study Process employing existing structures:

1. Review (and possible revision) of mission and goals by Self-study Steering Committee (President's formal advisory group), with input from all employees.
2. Identification of questions by Self-study Steering Committee around which to organize self-study (see A Guide for Self Study and Evaluation).
3. Development of routing by Self-study Steering Committee for consideration of questions.
4. Response to questions by units.
5. Response to questions by committees (with responses of appropriate units in hand).
6. Writing of Self-study sections by administrator appropriate to area of review.
7. Writing of proposed Self-study Report by Self-study Coordinator, based on sections submitted by administrators.
8. Revise and revision of report by Self-study Steering Committee.
9. Acceptance of report by Board of Trustees.

NORTHWEST COMMUNITY COLLEGE

SELF-STUDY REPORT

SUBMITTED TO

THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION OF
THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

OCTOBER, 1983

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CHAPTER I

INTRODUCTION

PURPOSE OF THE SELF-STUDY

The institutional self-study develops a body of information which allows the College to understand its strengths and weaknesses and which assists the North Central Association of Colleges and Schools to determine whether or not Northwest Community College merits continued accreditation. This information gathering and assessment process has demonstrated itself to be exceptionally important for the present and future well-being of Northwest Community College. The study has involved all segments of the College community in an assessment of what goals we are trying to achieve, how we achieve these goals, and how we know whether we are succeeding. During this process, knowledge displaced assumptions and documented consensus overcame fragmented images of the institution.

A major aspect of the self-study process was to regularize college-wide short-range planning, which has direct implications for biennial budget development and future accreditation assessments. While the need for a comprehensive biennial planning effort had been growing more and more apparent, the coincidence of the self-study made clear the advantages of such an approach. The foundation has been laid for continuous attention to the progress of the College as it pursues effectively its mission and goals.

THE SELF-STUDY PROCESS

Many self-studies are conducted by committees established solely for the purpose of the accreditation self-study. When the report is completed, these committees are disbanded, and when the "crisis" of accreditation is over, the self-study report is often forgotten.

Instead of following this model, Northwest chose to use the committees and administrative structures already in place to conduct the study and develop the report.

The President's Advisory Committee, reconstituted as the Self-Study Steering Committee (Appendix I-1), played the major role in the process. The Steering Committee elected to use the evaluation instrument provided in the North Central Association's A Guide for Self-Study and Evaluation (1982). It developed a timetable (Appendix I-2) and a flow chart (Appendix I-3) to provide an orderly approach to the study.

After leading the College consideration of the mission and goals, the Steering Committee assigned the questions from the evaluation instrument to the appropriate units (Appendix I-4), committees (Appendix I-5), and Deans (see flow chart, Appendix I-3). Responses from the units (e.g., academic divisions, Student Personnel Office) were then referred to the pertinent College committee (e.g., Curriculum Committee) for further evaluation and response. All responses were then given to the Dean most immediately concerned with the area under review, and the Deans wrote various sections of the draft report. The Steering Committee Chairman integrated these sections and the draft report (as well as copies of all materials produced by the committees and units) was presented to the Steering Committee for review. Revisions were accomplished, and the President submitted the report to the Board of Trustees for approval. Finally, the Board, which had previously made suggestions on the draft report, endorsed the Self-Study Report.

ORGANIZATION OF THE REPORT

The report is organized in the first of the two ways recommended in A Guide For Self-Study and Evaluation (see Table of Contents). Within each chapter, excluding the Introduction and Summary Assessment, attention is given to description, assessment of effectiveness, and plans for the future; these chapters are concluded with a summary. The Summary Assessment approaches the results of the self-study from the standpoint of the four criteria.

HISTORY OF THE COLLEGE

Northwest Community College was established in 1946 by an agreement between the Board of Trustees of School District No. 1, Park County, Wyoming, and the Board of Trustees of the University of Wyoming. Authorized by a state law designed to expand adult and vocational education throughout the state, the agreement was that the School District would provide buildings and equipment, while the University would supply faculty, establish curriculum, register students and certify credits. The initial name of the College was The University of Wyoming Northwest Center.

For six years the College functioned under this Memorandum of Agreement, although the University appropriation was discontinued in 1950. From that time until 1957, all expenses were borne by a District property mill levy.

Housed in specially designated rooms of the Powell High School, the first class opened in 1946 with an enrollment of eleven full-time high school transfer students and twenty-eight part-time students; most were enrolled in the secretarial science evening program. Three faculty members served this first group of students.

In 1953, the College was reorganized as an independent, tax-supported college and its name was changed to Northwest Community College, in compliance with the enabling law which required that the words "community college" appear in the official name. At this time the school became independent of School District No. 1, although the boundaries described by the College district were identical to those of District No. 1, including Powell and the surrounding rural area. In 1968, the College district was expanded to include all of Park County, Wyoming. Prior to its accreditation by the North Central Association of Secondary Schools and Colleges, the College was accredited by the University of Wyoming.

Continual expansion of the size and services of the several Wyoming community colleges necessitated that revenues regularly derived from district property mill levy be supplemented by some form of state aid. This aid was forthcoming in 1957 with an appropriation to the College of $11,000 for the biennium. This aid has been increased regularly and the mill levy authorization has been increased to four mills. Present valuation of the district is approximately $685,000,000, which has provided a strong foundation of local funding for the College.

Northwest Community College has occupied a variety of buildings during its history. Initially it was housed in the Powell High School, then in a frame building which had been moved to Powell from the Heart Mountain Japanese Relocation Camp, supplemented by the basement of a newly built church. Land for the present College was acquired from the University of Wyoming by trading farm land for an agricultural experiment station located within the city of Powell. In 1956, College facilities were completed on this the former site of the agricultural station. At that time, quarters consisted of two buildings, one providing classrooms, administrative and faculty offices, and one providing for the athletic program and related activities; both buildings were financed by general obligation bonds. In 1962, the old Library, Colter Hall (residence hall-cafeteria), and the Liberal Arts building were completed, followed by Bridger Hall and Lewis and Clark Hall (residence halls, 1966), the Trapper Rendezvous Student Center (1966), and the Engineering and Technology Building (1968). Since 1968, the following additions have been made to the campus:

Instructional Buildings: Home Economics Building (1974), Physical Education /Art Complex (1977), Equestrian Studies Center (1978), LPN Building (1980), NWCC Field Camp (1982), Library/Greenhouse (1983), Welding Laboratory (1983), Agriculture Pavilion (1983).

Student Facilities: five apartment buildings for married or other students (1979-1981), Ashley Residence Hall (1982), Child Care Center (1982), Cody Residence Hall (1984).

Expansion/Remodeling: Engineering and Technology addition (1977), Cafeteria/Bookstore addition (1983), Liberal Arts (Music/Drama) addition (1983), conversion of the old Library into classroom space (1983), reconstruction and landscaping of Seventh Street (1982-83), and Playing Field Development (1983). Recent campus development has been funded through severance tax and federal mineral royalty monies, and in the case of residence halls, through loans from the Wyoming Farm Loan Board.

ACCREDITATION HISTORY

Northwest Community College was first accredited by the North Central Association of Secondary Schools and Colleges in 1964. In 1966, the College was placed on public probation as a result of deficiencies noted in a special investigation. Although not required to do so by the North Central Association, a new College administration initiated a comprehensive self-study in 1968. As a result of the NCA assessment of the College, accreditation was extended in 1969 for an additional ten years. In 1979, Northwest submitted a self-study report which was not well-integrated. Accreditation was extended for five years, but a focused visit was scheduled for 1981 to review the status of academic administration and the role of occupational education in the total instructional program of the College. The visit occurred in February, 1981, and the College was shown to have addressed successfully the concerns in question.

RESPONSE TO CONCERNS

The College responds throughout the report to concerns noted by the 1979 and 1981 visitation teams. Those concerns, and brief responses, are enumerated below.

Comprehensive Visit Concerns (1979)

1. There is an imperative need to employ a chief academic officer and to define the role to include broad coordinative and leadership responsibilities for the instructional program.

   Response: The College hired a Dean of Instruction in September, 1979. The Dean is responsible to the President for the conduct of all instructional programs. The job description of the Dean of Instruction is found on pages 8-10 of the Faculty Handbook.

2. An academic organizational structure must be evolved which merits the full support of the faculty and administration.

   Response: The College implemented a new organizational structure in the Fall of 1979 (see Faculty Handbook, Appendix B). Several adjustments in this organizational structure have been made since that time without difficulty. Faculty comments received during the self-study process endorse the general effectiveness of this structure.

3. The confusing proliferation of different Associate degrees must be reduced.

   Response: The College reduced its five Associate degrees to three--the Associate of Arts, the Associate of Science, and the Associate of Applied Science--effective with the 1980-81 academic year. Academic advisers have found this simplified structure to be much more functional than the system it succeeded.

4. The current committee structure should be evaluated with a view toward reducing the array of committees and enhancing the clarity and responsibility of those which remain.

   Response: The College reordered the Committee Structure in the Fall of 1979. Committee descriptions are found in the Faculty Handbook, pages 22-45. While the number of committees has not been reduced, their role is more clearly defined, and they are generally functioning effectively. The self-study identified some concerns about two of the committees (the President's Advisory Committee and the Instruction Committee). The entire committee structure will be reviewed in 1984-85.

5. A well-organized, centrally coordinated program of institutional research is needed to evaluate and assess institutional effectiveness in the performance of its mission.

   Response: The College has not considered it wise to invest limited resources in an individual to perform the function of institutional research. We are much more cognizant, however, of the need to gather data relating to the performance of our mission and goals, as we hope this report will demonstrate. The Deans and President, working with the Registrar and Computer Services Director, endeavor to gather data needed to inform their decisions. Since a regular planning process is now in place, continuous data gathering will be necessary.

6. A uniform and effective faculty evaluation (with follow-up) system needs to be developed.

   Response: Faculty evaluation (for evaluative and developmental purposes) has received a great deal of attention. Procedures for faculty evaluation, retention, promotion in rank, and/or advancement to continuing contract status are found on pages 71-88 of the Faculty Handbook.

7. The library needs to be made a more integral part of the total instructional process.

   Response: The library has grown in budget and student use over the past several years. The new John Taggart Hinckley Library facility opened in April, 1983. Plans are underway to bring the library to the full American Library Association recommended professional staffing level in July, 1984. The "writing across the curriculum" emphasis of the College has promoted library usage, and increasing emphasis is being given by the faculty to the quality and size of the collection, as well as to its mode of organization.

8. There appears to be a lack of acceptance of occupational education as a full and equal partner among some constituencies within this community college.

   Response: A great deal of attention has been addressed over the past five years to the visiting team's concern. The College has since been able to draw its faculty and staff together in support of its mission and goals. It seemed apparent that we had not adequately expressed our philosophy to outside evaluators, so when the mission and goals statements were rewritten, we attempted to state more clearly the philosophy behind our approach to occupational education. A large majority of persons surveyed in the self-study believe that all programs of instruction are funded to the best of the College's ability. Faculty and administration generally support the appropriateness of all instructional programs offered by the College. Although state agencies and convention often force a differentiation between occupational education and transfer or general education, we would prefer to avoid labels which needlessly divide faculty and programs one from the other. All education is, in a sense, occupational education. The potential teacher, lawyer, or scientist is as much preparing for an occupation as is the potential welder or printer.

Focused Visit Concerns (1981)

1. It is the judgment of the team that the college community needs to place more emphasis on the development of occupational programs that are designed to serve that part of the population that would be interested in enrolling in classes and programs at a level less than the Associate Degree.

   Response: Of the occupationally-oriented programs offered by Northwest, only secretarial programs lend themselves to programs of study of less than two years. Our enrollment in such certificate programs, however, has been minimal, and we need to seek better knowledge of why this is true. While any education can be helpful for employment purposes, programs such as Printing, Photography, and Welding are of such complexity that we would not be doing our best to improve a student's employment possibilities by sending him or her into the market after only one year (or less) of education. Our College philosophy, clarified through the self-study process, stresses the value of general education to provide students with flexibility and mobility in today's complex and changing world. The "quick-fix" must give way to the building of skills which will have broad impact on an individual's prospects in life.

2. The college needs to continue to expand its off-campus courses and programs in all of its centers. Many more offerings should be available to the people in Cody, and other nearby communities.

   Response: The number of students enrolled in continuing education classes has grown yearly since 1979 (see Table III-4 and Appendix III-3). The small population base must be taken into account in assessing the adequacy of offerings.

3. The college needs more basic data on which to guide the staff in curriculum development. Thus a comprehensive needs assessment study is an important management tool.

   Response: The College completed two surveys in 1983: the Adult Survey and the Business and Industrial Survey (see "A Needs Assessment of the College Service Area," on file). No need for new degree programs was indicated as a result of this study. The College remains responsive to seeking the addition of occupationally-oriented programs which meet local needs. Since 1979, we have added programs in Licensed Practical Nursing, Horticulture, Geology, and Agricultural Mechanics. We have also learned that we must provide more workshops of a practical nature to the agricultural and business communities, and we are proceeding to do so.

CHANGES AND DEVELOPMENTS SINCE 1979

Since 1979, Northwest has accomplished a number of tangible changes and developments. Many of these developments are outlined in the 1981 Focused Report, and will be elaborated upon in the present report. Briefly stated, these changes are:

1. Appointment of a Dean of Instruction (Fall 1979).
2. Administrative reorganization (Fall 1979).
3. Reorganization of committee structure (Fall 1979).
4. Refinement of faculty selection process (beginning Spring 1980).
5. Revision of degree structure and requirements (effective Fall 1980).

6. Reorganization of _College Catalog_ as a working tool of the faculty (Fall 1980).

7. Identification of student-evaluation-of-faculty instrument (Spring 1981).

8. Completion of comprehensive _Faculty Handbook_ (Spring 1981).

9. Expansion and improvement of _Student Advisement Handbook_ (Fall 1981).

10. Appointment of Faculty Development Committee (Fall 1982).

11. Complete assessment of College mission and goals and development of objectives and evidence of success.

12. Clarification of the role of occupational education in the College mission (Fall 1982).

13. Development of planning/budgeting process in individual administrative areas (Spring 1981), and for the College as a whole (Spring 1982).

14. Reorganization of academic divisions (Spring 1983).

15. Growth in campus facilities:

Facility	Year of Completion	New (N) Renovation (R)
Student Apartments (3)	1979	N
LPN Building	1980	N
Drafting Classroom	1980	R
Remodeling of Learning Skills Center	1980	R
Student Apartments (2)	1981	N
ET Conference Room	1981	R
Chemistry Lab Refurbishing	1982	R
NWCC Field Camp	1982	N
Ashley Residence Hall	1982	N
Day Care Center	1982	N
Reconstruction of 7th Street	1982	R
Library/Greenhouse	1983	N
Welding Laboratory	1983	N
Agriculture Pavilion	1983	N
Cafeteria/Bookstore Addition	1983	N
Music/Theatre Addition	1983	N
Auditorium Remodeling	1983	R

Facility	Year of Completion	New (N) Renovation (R)
Old Library Remodeling	1983	R
Playing Field Development	1983	N
Geology Laboratory	1983	R
Career Counseling Center	1983	R
Cody Residence Hall	1984	N

16. Growth in Enrollment:

	Fall 1978	Fall 1983	Increase	Percent Increase
Full-time Headcount	572	889	317	55%
Part-time Headcount	653	1020 *	367	56%
Noncredit Full-time-Equivalent	8	113 **	105 **	1312% **
Total Full-time-Equivalent	943	1473 *	530 *	56% *

* Incomplete Figures
** 1982 Figures

NORTHWEST COMMUNITY COLLEGE AS AN INSTITUTION

Northwest Community College wishes to be known as an institution which strives for excellence. The self-study process discovered that the commitment to excellence is held throughout the institution. It has been our conviction that the fundamental purpose of a community college is to meet the needs of its community. This responsibility takes precedence over any textbook definition of what a community college should be. Our mission, then, is founded upon excellence and service.

Each college may claim, quite correctly, to have unique characteristics. Northwest is no exception. The College is located in the northwest portion of Wyoming, some 400 miles from the state's only four-year college, the University of Wyoming. The College district is Park County, which has approximately 22,000 residents spread over 6,959 square miles. The people of the county traditionally have placed high value on a college education. The economy of the area is not industrial; oil (currently in decline), agriculture, tourism, and education form the bases of the local economy. Under these circumstances, it would not be cost-effective to mount what in an urban setting might be called a "comprehensive" program of occupational education. Northwest has sought to emphasize high quality in a limited number of occupational programs, believing that a comprehensive array of opportunities is available through the total community college system in the state (see Appendix I-6). The Wyoming Community College Commission in fact discourages unnecessary duplication of occupational programs.

The College recognizes the importance of occupational education. We are most concerned to educate for careers rather than simply for jobs. The recent economic dislocations in the country show the limited value of educating, or training, narrowly in an era of change. We believe that through needs assessments and personal contacts we have the means to ascertain the educational needs of our community, and we strive to satisfy those needs.

Another distinctive feature of Northwest Community College is the sense of campus community which exists. Approximately two-thirds of full-time students live on campus. A strong and diverse program of student activities is in place, in addition to a well-funded program of student employment. Small classes and good faculty attitude promote meaningful interchange among faculty and students. In short, we feel good about one another at Northwest due to our sense of a shared campus community.

ASSESSMENT OF THE SELF-STUDY PROCESS

The major strength of the self-study process adopted by Northwest was its thoroughness. Every faculty member had the opportunity to contribute information and opinions on pertinent issues at least once. Under this system, all views have been taken into account at some stage of the self-study. The process placed an additional workload on faculty and administrators because thoroughness has its price. The price was often very high. We hope that by continuing the planning process now in place we may avoid the necessity of building from the ground up on subsequent self-studies.

CHAPTER II

MISSION AND GOALS

INTRODUCTION

Any institutional self-study must proceed from a commonly accepted statement of mission and goals. In the absence of such a statement, disagreements arise over the direction of collective efforts. The mission and goals statement received general review by faculty and administration in early 1979. No changes were made in the statement at that time. The results of our 1979 comprehensive review and our 1981 focused review, however, suggested that our interpretation of the mission and goals statement did not always coincide with the interpretation of others. It was therefore decided that the self-study should begin with a detailed review and, if necessary, revision of our mission and goals, giving particular attention to how we know we are fulfilling or making progress in fulfilling the mission and goals.

DESCRIPTION

The College conducted an extensive process to clarify the mission and goals, and to see that the result accurately reflected the reality and potential of the College.

The Steering Committee began its review of the College mission and goals statement on September 12, 1982. Its deliberations were based on an informal goals survey of the faculty (on file), student follow-up information from 1981 and 1982 graduates (Appendix II-1), documents relating to the statutory mission of the institution (on file), and committee member observations based on other documentation and experience, both internal and external. The Committee met eight times to work on the mission and goals statements and by October 28 had a proposal ready to present to the various units of the College for review (see President's Advisory Committee Minutes). Two members of the Steering Committee were present at each of the unit meetings held to discuss the proposed revision. In this manner, faculty, professional and classified staff, and students were consulted.

Suggestions were brought back to the Steering Committee, and on November 11, 1982, the mission and goals statements were revised, approved with one dissenting vote, and recommended to the President. The Board of Trustees reviewed the statements on November 12-13 and suggested that one goal be expanded in scope. That suggestion was accepted, and the Board approved the following mission and goals statements on January 11, 1983.

MISSION OF THE COLLEGE

Northwest Community College is committed to the common search for knowledge and understanding which sheds light upon the meaning of human existence and enhances the quality of our lives. The College is dedicated to assisting men and women to discover and develop their potential abilities in order to prepare them to live intelligently and responsibly in a changing and complex world.

Northwest Community College makes education accessible by serving men and women from four geographic areas: 1) Park County, the College District; 2) the Big Horn Basin; 3) other areas of Wyoming and contiguous areas of Montana and Idaho; 4) other states and countries. The opportunities and advantages of higher education are available to any person, on a nondiscriminatory basis, as described in the College's statement on Admission to the College.

The College offers programs of transfer-oriented studies, occupationally-oriented studies, and continuing education and community services. Northwest Community College is located some four hundred miles from Wyoming's only four-year institution of higher education. This places upon the College special responsibility to provide strong transfer programs. The College provides occupational and technical programs which respond to needs of a rural community or which benefit the regional service area. Northwest Community College selects its occupational offerings with care, an approach consistent with the position of the Wyoming Community College Commission which seeks to limit unnecessary duplication in a comprehensive statewide system. The College is committed to a continuing education program of credit and noncredit classes, workshops, seminars, and public programs of cultural enrichment.

GOALS OF THE COLLEGE

The College seeks to fulfill its mission through pursuit of these goals:

--to nurture free, reasoning, and responsible individuals in an atmosphere of open discussion, inquiry, and examination;

--to provide opportunities for individual growth through a program of cultural, aesthetic, and recreational activities throughout the College District;

--to provide for the acquisition of knowledge, skills, and experience, which promotes the enrichment of life and enhanced economic opportunity;

--to promote friendly interaction among students, faculty and staff in an atmosphere of community;

--to make continuing education opportunities available to residents of the College service area;

--to strive for excellence in all programs of instruction;

--to broaden student perceptions of the world;

--to promote general education as an important component in each student's program of study.

In October, 1982, the process of identifying objectives (the means by which we pursue the goals) began. The Steering Committee also attempted to answer how the College knew it was succeeding or making progress in achieving these objectives. This process was initiated to determine whether or not educational and learning enterprises, among others, related clearly to the mission. This process of identification concluded in February, 1983, and the results were distributed to faculty and staff (Appendix II-2).

The College planning process began by asking the units to state how they contributed to the College mission and goals. Consequently, the College has assessed the relationship of the College's educational programs and learning experiences to the mission and goals from a number of perspectives, and believes the relationship to be clear.

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF EFFECTIVENESS

The strength of the mission and goals statements rests primarily in the process by which they were developed. The process allowed breadth and depth of participation, and disagreements were worked out in the course of the deliberations. In a sense, the statements were validated through further work on objectives and "how we know" indicators (Appendix II-2). The latter explorations address concerns about measurability. We did not think it necessary to abandon subjective evaluations entirely in favor of quantification, but we recognized and responded to the need to demonstrate that we are doing what we say we are doing. The several units of the institution contribute to its missions and goals in various ways. A particular unit may not contribute to all aspects of the mission and goals. What is important is that all units of the College contribute positively toward the mission and goals as a whole, and that no unit works at cross purposes with the mission and goals.

PLANS FOR THE FUTURE

The mission and goals statements will continue to be the foundation of our work at Northwest. Biennial planning will begin with a review of the mission and goals and with an updating of objectives and supporting evidence.

SUMMARY

The College conducted a detailed review of its mission and goals which resulted in a general reformulation of the mission and goals statements. Part of this process was to ask how we fulfill the goals (objectives) and to identify evidence of success in achieving objectives. The mission, goals, and objectives statements will continue to serve as the foundation of College operations and planning.

CHAPTER III

PROGRAMS OF INSTRUCTION

INTRODUCTION

Northwest Community College strives for excellence in all programs of instruction. The College offers three degrees, three certificates, and the one-year Licensed Practical Nurse completion program. The degrees offered are the Associate of Arts, the Associate of Science, and the Associate of Applied Science. The certificates offered are the Northwest Community College Certificate, the Continuing Education Certificate, and the Skills Proficiency Certificate. Statements of purpose for these programs may be found on page 22 of the College Catalog.

Transfer-oriented degrees or emphases are offered in fifty-seven fields. Occupationally-oriented degrees are offered in fourteen fields. Skills Proficiency Certificates are available with four emphases, while the Northwest Community College Certificate allows for wide experimentation or narrow specialization, according to the desires of the student (College Catalog, p. 22).

Specific requirements for degrees and certificates are delineated on pages 22-26 of the College Catalog. All degrees include substantial general education components.

The Continuing Education program, in fulfilling its obligations to the College mission, provides educational opportunities throughout a large geographical service area, including four counties and fifteen rural towns. A schedule of credit and noncredit classes is offered each semester and during the summer on the College campus. A broad range of workshops, seminars, and other activities are also provided throughout the year. Adult Basic Education needs are also addressed through instruction in Reading Improvement, English as a Second Language, General Educational Development, and a Vietnamese Refugee program conducted in Cody.

ON-CAMPUS PROGRAMS

DEGREES AND CERTIFICATES OFFERED

DESCRIPTION

In 1979-80 the number of degrees available was reduced from five to three, and definitions were focused on function rather than on subject matter (page 22, College Catalog). Since 1979, the following degrees and certificates have been awarded.

TABLE III-1

DEGREES AND CERTIFICATES AWARDED

Year	Associate Degrees	NWCC Certificates	LPN's	Skills Prof. Certificate
1979	126	32		1
1980	154	31		0
1981	104	37	19	1
1982	184	34	17	0
1983	179	33	16	0

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF EFFECTIVENESS

The new degree structure and accompanying advisement practices have clarified considerably the purposes of the various degrees. Welding students, for example, know that the only degree available to them with a welding speciality is the Associate of Applied Science degree. Similarly, English majors must pursue the Associate of Arts degree; they may not take an A.A.S. degree, for example. The NWCC Certificate serves as a "safety net" for those who do not complete degree requirements. This option also permits students to design their college education to a particular purpose, although we generally do not advise this course of action.

The Continuing Education Certificate, conceived as a "benchmark" for part-time students, has not been used. Consideration should be given to its abolition. Similarly, the Skills Proficiency Certificate has been awarded only twice in the past five years. There are many possible reasons for this, but two stand out. First, students may be taking the courses they feel meet their immediate need without completing certificate requirements. Second, Office Administration and Welding students may see the advantages of a two-year program and take that route instead.

PLANS FOR THE FUTURE

The degree programs seem adequate to institutional needs. The NWCC Certificate, although often a "back door" to avoid certain degree requirements, plays a positive role in giving recognition for work accomplished. The Continuing Education Certificate may not serve a valid purpose and should be reviewed. The Skills Proficiency Certificate is a matter of some concern. Most of Northwest's occupationally-oriented programs are of such complexity that a one-year certificate may not be adequate for employment purposes. A study will be undertaken to assess the usefulness of the Skills Proficiency Certificate and in what areas, if any, it may be of use.

DEGREE REQUIREMENTS

DESCRIPTION

The purpose of the degree requirements is to promote a broad-based education consistent with reasonable demands of specialization. The general education requirements are widely supported by the faculty and play a fundamental part in the work of the College.

Degree requirements may be summarized as follows:

TABLE III-2

DEGREE REQUIREMENTS

	A.A.	A.S.	A.A.S.
English	6	6	
Physical Education	2	2	2
U.S. and Wyoming Government	3	3	3
Science/Mathematics	7	7	
Problem Solving Skills	3	3	
Foreign Culture Awareness	6*		
Social Science	6		
Humanities and Fine Arts	9**		
Social Science, Humanities, Fine Arts		6***	
English/Communication			6
Mathematics			3
General Education			6
Major and Electives	22-25	37	44
	64	64	64

*Three credits may also apply toward the Social Science, Humanities, or Fine Arts requirement.

**Six credits from one area, three from the other.

***To be taken from two areas.

These requirements are compatible with those of the University of Wyoming. Courses listed in the Wyoming Higher Education Course Transfer Guide are guaranteed to transfer to the University of Wyoming. Students are advised to be aware of the degree expectations of the senior college to which they plan to transfer. Catalogs of other institutions are available in microfiche (and many in hard copy) in the Career Center.

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF EFFECTIVENESS

The degree requirements, which went into effect in the Fall Semester of 1980, have generally accomplished their purpose, which is to expose students to several ways of understanding reality, while building their personal skills to deal with a complex and changing world. During the 1982-83 academic year, the Instruction Committee provided definitions of "Foreign Culture Awareness" and "Problem Solving Skills," and in the process accomplished a general review of the degree requirements. Several committee members expressed concern that students can graduate by taking seven credits of Science, and thereby avoiding Mathematics; they sought to replace Problem Solving with a straightforward Mathematics requirement. For rather complex reasons, this effort was not successful. The College must continue to encourage students, through degree requirements and advisement, to take courses which will help prepare them to live in a world of change. We welcome the national debate on education occasioned by the report of the National Commission on Excellence in Education. This report was the topic of our fall 1983, faculty discussion groups.

Student follow-up information gives some idea of our success in various areas:

TABLE III-3

EVALUATION OF PERSONAL GROWTH EXPERIENCES
(Responses in Percentages)

How much did your education at Northwest contribute to your personal growth personal growth in each of the following areas?

	Very Much			Somewhat			Very Little		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Writing Effectively	38	30	42	56	50	50	6	20	7
Speaking Effectively	27	23	28	64	53	57	9	24	14
Understanding Mathematics	31	28	22	49	39	44	20	33	33
Solving Problems	50	37	45	45	58	50	5	5	4
Understanding the Arts	34	23	37	44	46	40	22	31	22
Understanding Different Philosophies and Cultures	28	31	33	47	44	48	25	25	18
Understanding Interaction of Man and Environment	23	37	24	53	44	58	24	19	17
Recognizing rights, Responsibilities and Privileges as a Citizen	36	41	40	53	45	44	11	14	15

The balance is clearly on the side of significant success in writing, problem solving, understanding different philosophies and cultures, and recognizing the rights, responsibilities, and privileges of citizens. Speaking effectively, not a College requirement, also shows positive results. Understanding Mathematics and the Arts seems to need greater emphasis.

PLANS FOR THE FUTURE

The degree requirements should continue to be monitored and changed, if indicated. The student follow-up survey questions should be reviewed to see that they provide information on all areas of concern. For example, the question on man and the environment might be replaced with one on understanding the role of science in the modern world, thereby giving direct feedback on our science general education requirement for the A.A. and A.S. degrees. Finally, since we are interested in providing common educational experiences to students of varying interests and goals, the College might investigate development of a two-semester interdisciplinary course (history, science, art philosophy, literature) which may serve this purpose.

CURRICULUM

DESCRIPTION

The nature of the curriculum is determined by the College mission. Each community college in Wyoming has distinct and individual demands placed upon it by local circumstances and state need. Two salient factors relating to curriculum are that the College is almost four hundred miles from the state's only four-year college (The University of Wyoming) and that the College serves a rural area.

The College offers a full array of transfer majors and emphases. Of the fourteen occupationally-oriented fields in which the Associate of Applied Science degree is offered, six are agriculture related. The College endeavors to be responsive to local need for occupational programs. An LPN program was added in 1979 in response to requests from hospital officials. The program has been remarkably successful. More recently, programs in Agriculture Mechanics and Horticulture have been established, with results yet to be seen. Occupational advisory committees have been helpful in setting program direction. In addition to our General Occupational Advisory Committee composed of community representatives of several occupations, ad hoc advisory committees in Agriculture, Equestrian Studies, and Graphic Arts have played important roles in setting the direction of the curriculum. It is important to recognize, however, that because of the small population of the service area, not all occupational programs will succeed at Northwest. Consequently, we are comfortable with the Wyoming College Commission's attempts to retard the creation of superfluous occupational programs, while promoting expansion where it is needed. Northwest is focusing on quality rather than quantity, although it is anxious to serve emerging needs in the service area as they arise and as we have done in the past.

The curriculum of the College is supervised by the Curriculum Committee, as described on pages 28-30 of the Faculty Handbook. This committee is charged with overseeing curriculum additions and deletions and with maintaining the coherence of departmental offerings.

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF SUCCESS

A major strength of the College is its provision of a rigorous program of instruction. Students who graduate from Northwest should be ready for upper division university work or for employment. The transfer-oriented program is a particular strength. The fact that the College has had two Truman Scholars in the past two years (101 chosen each year in national competition) is indicative of NWCC's quality of instruction. Northwest students who have transferred to the University of Wyoming perform in the junior and senior years at a level higher than students who began their freshman year at the University (Appendix III-1). In student follow-up surveys, almost all respondents have been satisfied with course content and instruction in their major fields (Appendix II-1).

The College has provided faculty with important information such as the current Wyoming Higher Education Course Transfer Guide, responses of NWCC graduates at the University of Wyoming to the quality of their education at Northwest (derived from a visit to Laramie each February), and student feedback from the various survey instruments employed. Faculty are encouraged to attend statewide disciplinary articulation conferences and to be sensitive to changes in the degree requirements of four-year colleges in the region.

The College also believes it has achieved a degree of success as measured by students who enter employment upon leaving the institution. We have had some difficulty, however, in obtaining accurate information from employers, as former students must give permission for the institution to contact them. Discussions with faculty suggest that most career-oriented graduates are able to obtain appropriate employment. All LPN graduates, for example, have passed their state examinations and almost all have employment if they wish it. Formalized information on graduates has been sought and is available in summary form in Appendix III-2. The reorganized Job Placement Office has been charged, nonetheless, with the responsibility of providing more complete follow-up data.

During the past four full academic years, the College has added one hundred courses, while deleting only seventy-three. While a net gain of twenty-seven courses is not great considering the growth in enrollment and expansion of programming we have experienced, there is a sense that the Curriculum Committee has not taken a sufficiently active role in streamlining the curriculum. As a result, and after over two years of deliberation, a periodic curriculum review process was adopted in the spring of 1983 (on file).

Some matters of particular current concern are as follows:

1) Northwest can and should be the strongest Agriculture college among the two-year institutions. We are in the process of providing suitable faculty, curriculum, and facilities to this end and of attracting students to a rigorous program.

2) The Equestrian Studies program has suffered from instability over the past several years. Efforts are being made to draw that program closer to Agriculture in its orientation and to reestablish the stability which any strong program requires.

3) The Printing program is low in enrollment. This curriculum has regional value. A new instructor was hired in 1982 to build the program, and the program's inclusion in a Graphic Arts emphasis should add to its strength.

4) Algebra classes are too large. The imposition of a Science/Math requirement in 1980 has contributed to steady growth in enrollment. This growth has out-stripped faculty in resources. We believe our success ratio would improve with a better student-faculty ratio. Additional faculty are being sought in the biennial budget.

5) Computer hardware needs are growing rapidly. Our response to this challenge has been vigorous, but hardware unavailability and growing student demand will keep this a continuing concern.

6) Much of the strength of the instructional program has been built upon a satisfactory student-faculty ratio of approximately 14-1. As resources tighten, it may be more difficult to obtain funding for needed instructors or equipment. In this event, the challenge to faculty and staff would be mainly psychological, as there is much that can be done to reallocate resources before real hardship sets in. There is a small possibility, however, that the singular character of this institution (most readily characterized by the positive and cooperative attitude of faculty and staff) may be threatened in the next few years by financial constraints. The long-term financial outlook is excellent, however, and it remains only to weather temporary difficulties.

PLANS FOR THE FUTURE

The new periodic curriculum review process should be an important tool for invigorating the curriculum. We also need to improve our hard information on the success of graduates in the occupational fields. The strong general education component required in occupational programs will remain. We shall try to convince students to think in terms of careers rather than jobs. We do not plan for the next two years to enter the high technology fields (other than Computer Science) in a major way. Other state community colleges serving larger populations and with related programs in place are much better equipped to do so. We must, however, strive to remain current in the equipment and techniques employed in the programs we now offer. We plan to improve the quality of current programs so that we can point to excellence in all programs of the College. The College mission and all that follows from it address this purpose. At the same time, we will strive to identify needs in the district and service area which may be satisfied through the College. In the past four years, the College has added three such programs: Licensed Practical Nursing, Horticulture, and Agricultural Mechanics.

CONTINUING EDUCATION

CREDIT PROGRAMS

DESCRIPTION

The College works toward fulfillment of its mission in providing educational opportunities to adults and out-of-school youth. Continuing Education provides opportunities for these individuals to acquire new skills or to upgrade existing skills they may already possess. The program is further designed to make degrees and certificates available and to promote the cultural, recreational and personal growth of students.

There is no area of continuing education which requires more attention than that of instruction. While the number of instructors in the program varies from semester-to-semester, the total credit class offerings require a teaching staff of 90-100 part-time instructors and 20-30 members of the full-time staff each semester. Part-time instructors are identified for these assignments in several ways. The coordinators and often superintendents at off-campus locations recommend potential instructors. The division chairmen are also helpful in identifying instructors, and many interested individuals apply for part-time teaching positions on their own initiative. Once these individuals have been identified, they must then be approved through the procedure established by the College (see Faculty Handbook, Section 3.3.2.2).

Upon approval and the establishment of teaching responsibilities, an instructor is issued a contract and provided a Continuing Education Guideline Booklet. The Guideline Booklet outlines various College policies and procedures which the instructor is expected to follow. Each fall, an orientation dinner is held for part-time faculty. This has proved to be a valuable means to establish dialogue between the part-time faculty and campus personnel. At this time, the major provisions of the Continuing Education Guideline Booklet are reviewed.

The contract stipulates the responsibilities of the instructor and establishes the pay, which is determined by the part-time salary schedule. Since the institution serves a wide geographic area, instructors are often required to travel considerable distances. The College, therefore, has adopted a variable salary schedule which compensates these instructors for travel and also reimburses them for use of personal vehicles.

Each part-time instructor is required to develop a course outline for each class he or she teaches. These course outlines are submitted to the Dean of Continuing Education, who maintains a current file in his office and distributes a copy of these outlines to the appropriate division chairman.

The part-time instructional staff has been a valuable asset to the College in recommending needed classes. The staff has also been helpful in the developing of special topics classes and in assisting with workshops, seminars, and noncredit classes. They also provide assistance in locating adequate facilities and promotion of College activities.

The College conducts a student evaluation for each class taught. Both the instructor and the College are provided with the results of the evaluation. All instructors assist the College in conducting a survey for determining class needs for the future.

Continuing Education classes in the outreach program are conducted in cooperation with the public schools. The use of their facilities is provided free-of-charge. Learning resources, such as libraries, laboratories, and specialized equipment, are available in most areas, although accessibility to such resources varies from one community to the next. The College also maintains an office in Cody, which is staffed by a receptionist who serves the people of Cody and Meeteetse, the other major communities in the College district.

ASSESSMENT OF STRENGTHS AND CONCERNS AND EVIDENCE OF EFFECTIVENESS

There is a continual assessment of the Continuing Education program by College administration, Division Chairmen, and the Continuing Education staff. This process involves the major areas of instruction, program promotion, schedule development, correlation of classes, budgeting procedures and other aspects of the program that relate to the College mission.

Two of the most important assessments are those of faculty approval and evaluation. To meet approval requirements, each potential part-time instructor is requested to submit to the Dean of Continuing Education a letter of interest, resume, and copies of college transcripts. These papers are reviewed by the Division Chairman and the Dean of Continuing Education in an effort to determine the specific areas in which the potential instructor is qualified to teach. Specific approval forms have been designed for this purpose which indicate the outcome of the review process. Once an instructor has been approved, his or her confidential papers are placed on file in the President's Office and a copy is maintained in the Office of the Dean of Continuing Education.

The evaluation of part-time instructors has proved to be a difficult task. A student evaluation is conducted for each class taught by part-time instructors. When completed, these evaluations are returned to the Dean of Continuing Education where they are compiled with all written comments transcribed. They are then distributed to the instructor, appropriate Division Chairman, Dean of Instruction, College President, and the coordinator in the town where the class is held. The Dean of Continuing Education maintains a file of all part-time faculty evaluation composites. Informal evaluations are conducted as time permits by personal visitation by division chairmen and the continuing education staff. We recognize the need for improvement in this area, and will discuss this subject further in the section on "Plans for the Future."

The comparability in quality of off-campus and on-campus classes is continually reviewed. One of the most effective methods for improving this process has been the provision of course outlines developed by full-time faculty to part-time instructors. Classes for adult students often require a different approach than those for traditional college-age students. Nevertheless, course outlines from the campus program provide the part-time instructor with an acceptable standard for determining such things as 1) course content, 2) textbook selection, 3) grading, and 4) attendance.

The College has maintained an effort to provide an adequate salary schedule for part-time instructors. NWCC supports one of the highest part-time and overload salary schedules in the State of Wyoming.

While considerable progress has been made in the area of outreach instruction, there is still room for improvement. Perhaps the greatest challenges which lie ahead involve part-time instructor evaluations and in-service training. Since classes are offered as far as 120 miles from the College campus, the time necessary to evaluate and provide in-service training for part-time faculty is substantial. Part of the difficulty derives from the fact that all of our off-campus coordinators are employed on a limited part-time basis. Instructor evaluation is normally the responsibility of the Division Chairmen; however, due to their full-time obligations on campus, it is almost impossible for them to conduct evaluations of evening classes throughout our service area. We are investigating ways for Division Chairmen to have more contact with the part-time staff. This might involve bringing part-time instructors to campus more frequently or encouraging Division Chairmen to contact part-time instructors by telephone or correspondence, as well as devoting some time each semester to class visitations off campus. The full-time continuing education staff consists of the Dean and one Coordinator whose campus responsibilities restrict the amount of time spent monitoring evening classes off campus.

At the present time, the part-time coordinators are assigned to specific areas of service. It has been found that the limited availability of coordinators prevents them from effectively coordinating all activities in certain locations. Towns where significant problems exist are Greybull, Burlington, Meeteetse, and Ten Sleep. Also due to geographical restrictions, the establishment of appropriate in-service training is also a most difficult task. Most part-time teachers are currently committed to full-time jobs and are reluctant to give up another evening or a weekend to become involved with such training. Plans are underway to establish summer in-service training both on and off campus. A one- or two-day workshop in strategic locations within the service area is being considered. While the Guideline Booklet has been most helpful, programs of in-service training need to be implemented to insure a better-trained staff of part-time instructors for the College.

Keeping part-time faculty better informed of changes in instruction, curriculum, policies, and procedures is another area of concern. We also need to make part-time instructors more aware of campus activities of a cultural or recreational nature in an effort to develop their sense of being a part of the College. Some steps have been taken within the past year to do this, such as placing part-time instructors on the mailing list to receive the monthly Calendar of Events, and giving them complimentary passes to other College functions.

The effectiveness of the Continuing Education program is perhaps measured best by the community response to and involvement in the educational programs developed over the last several years. There is evidence in evaluations and in growth in enrollment which demonstrates the program has been received favorably. Steady growth is evident in the number of classes offered, student enrollment, and the number of part-time faculty required to handle these responsibilities.

The figures on Table III-4 show that for three years, Fall 1979 through Spring 1982, we were able to increase the number of courses offered and total enrollment while improving the percentage of successful classes. The number of students per class grew in 1980-81, but dropped back somewhat in the following year. In 1982-83, we were able to achieve a record total enrollment, but at the cost of a lowered percentage of successful classes and reduced per class enrollment.

TABLE III-4

CONTINUING EDUCATION CREDIT ENROLLMENT

(See Appendix III-3)

	# Offered	# Successful	% Successful	# Enrolled	# Per Class	% Yearly Growth In Enrollment
F 79	117	88	75.2	957	10.87	
S 80	134	106	79.1	1,249	11.78	
Year	251	194	77.2	2,206	11.37	
F 80	123	98	79.7	1,199	12.23	
S 81	138	107	77.5	1,376	12.85	
Year	261	205	78.5	2,575	12.56	16.7
F 81	133	108	81.2	1,390	12.87	
S 82	145	113	77.9	1,290	11.41	
Year	278	221	79.5	2,680	12.12	4.1
F 82	172	127	73.8	1,412	11.11	
S 83	174	142	81.6	1,571	11.06	
Year	346	269	77.7	2,983	11.09	11.3
F 83	153					

While continuing education classes in this rural area must be subsidized, we still wish to continue a cost-effective program. Consequently, for the Fall of 1983, fewer courses are being offered to see if the ratio of success and class size can improve along with an increase in enrollment.

Student evaluations of instructors have in most cases been positive. These evaluations have also pointed out concerns that need to be addressed through evaluation and more effective in-service education. The assessment of class needs for the future has been valuable in developing class schedules.

There is evidence which shows that part-time instructors enjoy their work, an important component in the success of any program. There are a significant number of part-time instructors who have been teaching for the College the past several years. Some members of the full-time faculty enjoy this teaching experience to such a degree that they continue to teach classes off campus or at night as part of their regular load, a practice which also demonstrates the support of the College for its Continuing Education mission.

The seven division chairmen have consistently supported the Continuing Education program. Each of them has accepted teaching responsibilities in the program, setting an excellent example for other full-time faculty.

The history of the program's growth the past several years (see Table III-4) is perhaps the best indicator of the overall effectiveness of the Continuing Education program.

PLANS FOR THE FUTURE

Plans were developed as part of the instructional area planning process to lessen the extent of concern over instructor evaluations. An additional person to assist with the coordination of the off-campus program was to be requested for the next biennium. This position would have provided for more direct contact with part-time instructors and coordinators, a weakness of the present structure. Unfortunately, internal budget cuts, and recognition of the severe limitations on state and local resources for the coming biennium, forced the deletion of this position from the proposed budget. In the absence of additional staff, it may be possible to provide small stipends to full-time faculty to assist in the off-campus evaluation process. Each part-time faculty member has now been paired with a full-time faculty member to whom he or she may address any questions which may arise.

We are also concerned that more of our full-time faculty become involved with class instruction in the evening and off-campus program. The combined efforts of the Dean of Instruction, the Division Chairmen, and the Continuing Education staff will address this issue. The full-time instructors currently teaching in the program have found it a rewarding experience, and this in itself may encourage other full-time faculty to follow their example.

In an effort to overcome the problem of local coordination, the College is in the process of identifying a resource person for each of the towns of Greybull and Meeteetse for the 1983-84 school year. Funds were also to be sought for two additional part-time resource people in Burlington and Ten Sleep for the next biennium. This, too, had to be cut from the budget proposal, but it may be possible to transfer money for this purpose out of other funds.

Perhaps one of the most challenging concerns that confronts the College at this time is that of providing an adequate program of in-service education for part-time teachers. While the present fall semester orientation has been successful, we recognize that we need to develop a similar program for the several new employees who are hired each spring. Plans are underway to conduct a spring orientation in 1984. As the summer program continues to grow, it is anticipated the in-service opportunities will have to be made available for summer instructors as well.

NONCREDIT PROGRAMS

DESCRIPTION

The Northwest Community College noncredit program is founded on the philosophy of lifelong learning and has experienced steady growth. The program serves an important role in the College mission as an added enrichment of educational services available to the residents of the Big Horn Basin. Its purpose is to provide low-cost learning experiences of informal structure, of avocational nature, or of short duration.

In 1974, the College entered into a joint agreement with School District Number One to provide noncredit classes to the residents of Powell. A coordinator was employed on a half-time basis by the College and half-time by the school district. In 1979, the school district discontinued its obligation to the program and NWCC assumed total administrative responsibility for noncredit instruction. The public school continued to support the program financially and through free use of facilities. This arrangement has worked well. In September of 1982, an additional coordinator was employed to work with noncredit offerings and handle the responsibilities of the Business and Industrial Needs Assessment (see A Needs Assessment of the College Service Area, on file).

In addition to its association with the public schools, the College works cooperatively with many agencies and institutions throughout the Basin to provide noncredit services. A part of the Continuing Education staff's responsibility is to assist all adult education coordinators within the service area in the development of noncredit programs. This assistance is made available through program promotion, selection of instructors, recommendation of classes and, in some cases, through financial assistance. As a result of these cooperative efforts, the total noncredit enrollment for the Fall of 1982 exceeded 2,500 students. In addition to this, there were several hundred other individuals who participated in workshops and seminars sponsored by the College (e.g., Water Seminar; Estate Planning Seminar).

In addition to the regular Continuing Education program, the College funds the Young Farmer Program through the Agriculture and Technology Division. This program has fifty-seven dues-paying members in three communities. A total of twenty programs were offered through the Young Farmer Program during the year. The Young Farmer Annual Report provides further information (on file).

On campus, the College itself employs between 20-25 noncredit instructors each semester. The other participating communities handle this responsibility through their local school districts. The procedure the College uses in its selection of these teachers is quite similar to employment practices used for credit-class instructors. Each noncredit teacher must complete an application form which is reviewed by the Dean of Continuing Education and other staff members. The applicants are also interviewed prior to approval. Those selected for employment are briefed on College policies and procedures relating to the noncredit program before they assume their responsibilities. They receive a teaching contract which states their obligations to the College and the salary offered.

Each noncredit class is evaluated by the participating students. This is a written evaluation conducted during the final meeting of the class and provides information relating to the effectiveness of the instructor and the extent to which the course content served the needs of the students. The evaluation also assesses the need for future classes, workshops, seminars or other activities.

A major advancement has been made in accounting for students through the use of a computerized registration process. This allows for a more comprehensive system of records management, as well as for accurate reporting of enrollments and other information.

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF EFFECTIVENESS

The noncredit program satisfies the needs of individuals who may not wish to invest the time credit classes require. Noncredit classes often address avocational interests, and are usually of short duration and do not require outside study. This program has grown significantly during the recent years, as the following table reveals:

TABLE III-5

NONCREDIT HEAD COUNT ENROLLMENT

	Fall	Spring	Total	% Increase
1979-80	151	168	319	
1980-81	533	697	1,230	286%
1981-82	823	1,107	1,930	57%
1982-83	2,552	874	3,426	78%

Workshops and seminars respond to subject-specific needs and desires, often of a vocational nature. While progress has been made in this regard, greater efforts are required to identify needs in the community and to deliver suitable programs.

A whole new area of need centers around the microcomputer and its applications for the homeowner, farmer, and small business owner. While the College is offering a significant number of field-based credit courses on this subject, orientation courses of a noncredit nature have been requested and should be approved.

Noncredit program promotion in recent years has not been as effective as it might have been. The situation has improved markedly with the bulk mailing of the schedule of classes to all postal customers in the Powell area.

PLANS FOR THE FUTURE

The program of noncredit classes will continue to be responsive to requests from the public. The faculty of the College will be called upon to develop programs that go beyond avocational interest into intellectual explorations of various topics. More attention will be directed to skill development classes, although in this area there may be some overlap with credit classes. The major area of concern, however, will be in the development of additional workshops and seminars which address community needs directly.

Faculty are expected to make their expertise available to the community. They are not expected, however, to identify the need themselves. The Business and Industrial Needs Assessment should continue to provide information on needs, and the Young Farmer program can work more closely with the Continuing Education office in identifying the needs of our rural community.

SUMMARY

Programs of credit and noncredit instruction are offered on and off campus. The College's degree structure and degree requirements have been reviewed recently and are in accord with its mission and goals statements. A system of periodic curriculum review has been devised to strengthen the curriculum. The Continuing Education program has been growing substantially in recent years. The instructional programs are dynamic, and are addressing the needs of on- and off-campus students. Future attention will be addressed to evaluation of the quality of instruction and to further identification of community needs for workshops and seminars.

CHAPTER IV

STUDENTS AND STUDENT SERVICES

INTRODUCTION

As an educational institution, the primary goal of Northwest Community College is to serve its students. The Mission of the College states: "The College is dedicated to assisting men and women to discover and develop their potential abilities in order to prepare them to live intelligently and responsibly in a changing and complex world." As a part of fulfilling this charge, the College provides a variety of student services, administered by the Student Personnel Office. Areas of responsibility for this office include Academic Advisement, Admission and Recruitment, Athletics, Auxiliary Services Career Development and Placement, Child Care, Counseling and Testing, Financial Aids and Scholarships, Follow-up Studies, Food Services, Health Services, Housing, Intramurals, Orientation, Student Records, Retention, Student Activities and Organizations, Student Conduct, and Student Government.

The Student Personnel Office is administered by the Dean of Students and an Assistant Dean for Admissions and Financial Aids. They have an excellent staff which includes directors for Athletics and Intramurals, Bookstore and Student Center, Child Care, Counseling and Placement, Health Services, Student Records, and Student Activities and Housing. The combined staff in Student Personnel numbers twenty-seven College employees and an equal number of student employees.

Northwest is unusual among community colleges due to its residential campus environment. Nearly 65 percent of the full-time students live in College housing. This chapter describes students--both full-time and part-time--at Northwest and the services provided for these students.

DESCRIPTION

STUDENT CHARACTERISTICS

Students at Northwest are predominantly from Wyoming with a steady percentage of out-of-state students over the years. Montana students account for an ever increasing proportion of out-of-state students because of in-state tuition available under the Western Interstate Commission for Higher Education (WICHE) agreement.

Students classified as Freshmen (fewer than 30 semester credit hours) constitute 64.4 percent of the full-time student enrollment while 33.4 percent are classified as Sophomores and 2.2 percent listed as Special Students. "Special Students" are those who already possess an Associate or higher degree. The percentage of students classified as Sophomores is 5 percent greater than the average of the past five years (1979-1983) and represents improvements in retention as well as increases in numbers of transfer students.

Sex ratios of full-time students have shown a change during the past few years. The shift occurred in Fall, 1981, when we went from a 10 percent majority of women to a 2 percent majority of men. This ratio has been firm for the last three years and probably results from the tightened employment picture more than any other factor. Table VI-1 presents the current student demography for full-time students:

TABLE IV-1

FULL-TIME STUDENT CHARACTERISTICS FOR FALL 1983

	Men	Women	Total	Percentage
Freshmen	302	270	572	64.34
Sophomores	148	149	297	33.41
Special	4	16	20	2.25
Wyoming	346	324	670	75.37
Out-of-State	100	105	205	23.06
Foreign	8	6	14	1.57
Academic	353	300	653	73.45
Occupational	101	135	236	26.55

Only about 40 percent of our enrolled students take the ACT or SAT national assessments. This makes it risky to evaluate the preparation level of our students on the basis of these instruments. The second difficulty we face when estimating our students' preparation is that many of the high schools from which we draw students do not provide class rank information on the transcripts. Therefore, Table IV-2, which outlines student preparation levels, should be viewed as an approximation. Faculty observations on student competency indicates little change over the years. The changes most noticeable to faculty relate to positive changes in attitude and willingness to put forth needed effort.

TABLE IV-2

ACT AND CLASS RANK

	1973	1978	1982
Local ACT Comp.	18.0	18.9	18.7
State ACT Comp.	19.0	19.0	19.2
National ACT Comp.	18.7	18.6	18.7
	1973	1978	1983
Top 10%	8%	11%	6%
Top 25%	28%	36%	24%
Top 50%	59%	66%	55%
Top 75%	81%	89%	86.5%

ADMISSIONS AND RECRUITMENT

By state statute, Northwest must admit any graduate of a Wyoming high school. The College also admits non-high school graduates of college age. Out-of-state high school graduates are admitted if they achieved a 2.0 GPA in high school. We make exceptions in these requirements for applicants with special circumstances indicating likelihood of success at Northwest. Admissions policies are clearly stated in the College Catalog.

Recruiting practices at Northwest generate over 3,000 student contacts per year. The College participates in the Wyoming High

School Planning Days and in the College Opportunity Programs in the area of Montana adjacent to our district. These activities produce approximately 1,000 student contacts and account for the majority of our entering class each year. We accomplish other effective recruiting through high school counselor contacts in Wyoming and Montana, high school visitations by faculty and staff, on-campus festivals and workshops for high school students, national advertising for special programs, local area newspapers and radio spots, and regional marketing of a brief information form.

It is our policy to respond to every inquiry within three days. A Wyoming WATS Line provides interested persons toll-free service to the College for questions or requests for materials. Interfaced computer programs permit cross-checks among various segments of Student Personnel in development of accurate contact files. Table IV-3 shows the numbers of contacts, applications, and new student enrollment for the past four years:

TABLE IV-3

CONTACTS/ADMISSIONS DATA

	1980	1981	1982	1983
Contacts	1,123	1,250	1,436	3,346
Applications	512	458	524	542
New Enrollees	482	399	463	470
First-time Freshmen	(422)	(358)	(405)	(390)
Transfers	(60)	(41)	(58)	(80)

REGISTRATION AND RECORDS

Northwest utilizes a computer-based registration system which permits up-to-the-minute information on class enrollments. Returning students are provided with the opportunity to pre-register for classes in the succeeding semester. A $50 deposit is required of all students who pre-register; this assures them of being placed in the courses and class sections most appropriate for them.

In the past, new full-time students have not had the opportunity to pre-register for fall semesters. We are now developing a system to provide new students with this service, yet at the same time, ensure they continue to receive sound academic advisement. The plan under development will be functional by Fall, 1984.

Student records for the current semester are available in the Student Personnel Office. These include copies of the student's original class registration, any add/drop slips submitted, and a Student Personnel card showing current address, phone number, and vehicle registration. All permanent records for credit classes are maintained and stored in the Student Personnel Office. The students' permanent record files are kept in a fireproof vault; items in this file include application for admission, transcripts, class registrations and add/drops, and a permanent Northwest Community College record sheet. The Student Personnel Office also files all final grade reports submitted by instructors. Midterm reports are not permanently filed. A permanent file is kept of all published class schedules, as well as copies of questionnaires completed on enrollments and registrations.

Computer files are maintained for three semesters, then transferred to tape. The Registrar's Office is responsible for verification based on academic records: eligibility reports for sports, social security forms, Veterans Administration materials, insurance forms, scholarships, honors, and academic deficiency. A card file is kept on all transcripts issued. A return postcard accompanies mailed transcripts for verification of receipt and is kept on file for six months after its return.

Students transferring to the University of Wyoming are provided with a NWCC-UW course equivalency statement (Appendix IV-1) based on the Wyoming Higher Education Course Transfer Guide. This allows students to be well informed as they meet with a university faculty adviser.

ACADEMIC ADVISEMENT

All full-time faculty and selected administrative staff serve as academic advisers to students. Students are assigned to advisers in their major field of study whenever possible. Premajors (those who are undecided as to major) are assigned advisers from the arts and sciences faculty, counseling staff, and administrative staff. Advisers receive copies of their advisees' application forms, high school or previous college transcripts, available ACT or SAT results, placement scores in English and Mathematics, and autobiographical data. Student assessment of academic advisement has been very positive (Table IV-4).

Students are permitted to change advisers by completing simple request forms in the Student Personnel Office. Advisers are encouraged to meet with advisees during the semester to check on their progress. During his or her first semester in residence, the student and the adviser work together to complete a tentative four-semester plan leading to one of the degrees available from Northwest. We believe this process helps students clarify goals and increases their motivation.

TABLE IV-4

STUDENT ASSESSMENT OF ACADEMIC ADVISEMENT

	Excellent	Satisfactory	Poor	Did Not Use	Omit
1981	36	41	2	21	*
1982	31	43	8	18	*
1983	35	43	4	17	1

FINANCIAL AIDS

The Assistant Dean of Students supervises the standard federal financial aid programs consisting of Pell Grants, SEOG, GSL, and Work Study. Table IV-5 shows the growth in total financial assistance and numbers of student recipients.

To date, the College has been able to meet 100 percent of students' documented needs. Where federal aid in the form of College Work Study has not been increased, the College has been able to meet students' needs from increased allocations in the current fund.

Financial assistance to students is the strongest aspect of our student services. We expend every effort to make college attendance a financial possibility for prospective students. Financial Aids Workshops are held annually for interested parents and students throughout the Big Horn Basin.

TABLE IV-5

FINANCIAL ASSISTANCE TO STUDENTS

	1973	1978	1983 (Est)
Grants and Loans	$ 37,409	$134,107	$633,303
Student Employment	62,107	97,455	220,833
Scholarships (Institution)	46,245	83,552	212,961
Students	220	310	680

SCHOLARSHIPS

Northwest awards approximately $230,000 annually in scholarships from the current fund and the Northwest Scholarship Fund. We administer another $70,000 in scholarships provided by various agencies, service clubs, foundations, and memorials. Grants are available for academic scholarships, for athletic and nonathletic activities, for tuition waivers for faculty/staff and their children, and for residents of the College District who have reached age sixty. Outstanding prospective students are recruited with special scholarships ranging up to $1,000 per year (yearly tuition and fees are $440). Efforts to retain competent students resulted in the establishment of the Sophomore Award Program which grants $400 each to 100 returning sophomores who have demonstrated their academic ability. In addition, each division selects one returning Sophomore Merit Award recipient who receives $600.

Academic divisions determine recipients of special ability grants on the basis of interviews, portfolios, recommendations, and high school performance. The Admissions, Aids, and Awards Committee determines recipients of other nonactivity awards.

COUNSELING

Counseling services are provided to full- and part-time students. These services include academic, adult reentry, career, financial, personal, and transfer counseling. Short-term workshops in such topics as study skills, stress management, time management, and human sexuality are used to reach students who do not seek out the services of counselors. Faculty advisers participate in an "early warning" system to advise counselors of potential academic or personal difficulties. Referrals of students with severe emotional problems are made to clinicians in our local area. The generally excellent rapport between faculty and students, including adviser-advisee relationships, has enabled Northwest to meet student counseling needs with an abnormally low ratio of counselors to students. Student opinion on Counseling Services is shown in Table IV-6.

TABLE IV-6

STUDENT ASSESSMENT OF PERSONAL COUNSELING SERVICES

	Excellent	Satisfactory	Poor	Did Not Use	Omit
1981	24	14	2	60	*
1982	27	25	0	48	*
1983	32	20	2	45	1

A report on activities of the Counseling staff is on file for review.

STUDENT SERVICES FOR PART-TIME STUDENTS

Registration prior to the beginning of evening and off-campus classes is held in Powell, Basin, Lovell, Cody, and Worland (see Evening Class Schedule). Counseling and advisement services are available at each registration site through the campus-based Counseling staff. Such advisement and counseling services have grown in importance since 1980, when the College first committed itself to providing degree opportunities off campus. Over sixty part-time degree-seeking students are advised by the Director of Counseling, who works to assist them achieve their goal. Each semester the College receives over one hundred inquiries from around the Big Horn Basin on the field-based degree program. Seven part-time students in 1982 and ten part-time students in 1983 received Associate degrees.

Part-time students are registered primarily by the Continuing Education Office. Input through a terminal in the Continuing Education Office allows the Registrar up-to-date information on enrollments. At the same time, the Continuing Education Office is forewarned if additional promotion of certain classes may be necessary.

The Continuing Education Office also provides prospective part-time students with information on financial aid, admissions, and course requirements. This is accomplished through the Evening Class Schedule, through part-time coordinators in the College district and service area, and through instructors teaching in the program. Part-time and full-time students share the right of appeal of adverse decisions to the Student Appeals Board (see Student and Housing Handbook).

CAREER DEVELOPMENT

The College provides a special Career Center for students where they are assisted in obtaining information on careers, transfer colleges, technical training, and self-assessments. The Center is staffed by a counselor, a part-time secretary, and a carefully-trained group of student aides. It is open from 8:00 a.m. to 9:00 p.m. weekdays and open weekends by appointment. SIGI, the computer-based career decision-making program leased from ETS, is available to all students and other residents of our service area. Testing is done at the Center for G.E.D.'s, G.A.T.B., C.L.E.P., and correspondence work from other colleges. A large number of self-assessment instruments are also available. Approximately forty percent of enrolled students use the Center each year.

To enhance career development objectives and to enrich the services of the Career Center, Northwest's counselors teach several sections of a one-credit course entitled Career Decision Making. Advisers are encouraged to recommend the course to all premajors and others whose choice of academic major is highly tentative. Contents of the decision-making course include aptitude, interest, and personality measurements; values clarification; occupational research; and career counseling. All costs of testing and counseling are borne by the College.

PLACEMENT

Development of a solid placement service has received top priority since this function was transferred to Student Services in January, 1983. The Director of Counseling and Placement Services has been charged with the responsibility of meeting student needs for off-campus part-time employment, for developing employer contacts for graduates, for establishing professional credential files, for initiating on- and off-campus interview opportunities, and for providing transfer services to students who wish to pursue four-year degrees.

Careful records on placement statistics are being kept. The cooperation of faculty has been obtained and they will be sharing contact lists with the Placement Office. Within the next two years, we will be prepared to provide more evidence of progress in this vital area.

ATHLETICS

As a member of the NJCAA, Northwest offers two varsity sports for men (basketball and wrestling) and two for women (basketball and volleyball). Three varsity sports--golf, tennis, and women's track--were dropped at the close of the 1982-83 academic year because of scheduling problems, inability to attract part-time coaches, and lack of student interest. The remaining sports are well supported financially in travel, equipment, and scholarships. The average scholarship for female athletes is equal to that of male athletes. Northwest also sponsors a rodeo team for men and women with NIRA affiliation. The rodeo team competes in the Big Sky Region. Strict adherence to the regulations and standards of the national associations of all sports is maintained through close cooperation among the Athletic Director, Dean of Students, and Registrar.

Student interest in and support of the Athletic program is enhanced by the close attention of the coaching staff to the character of the athletes recruited. Student athletes must meet the same academic and disciplinary standards of nonathletes.

INTRAMURALS

Students have the opportunity to involve themselves in a broad offering of intramural sports. A listing of activities and number of participants is provided in Appendix IV-2. Faculty often field intramural teams as well. This adds to the sense of community we try to achieve. Student assessment of the Intramural program is shown in Table IV-7. Intramurals are supported by the current fund, student fees account, and 10 percent of funds allocated to the Student Government. This provides an adequate budget of approximately $6,000 for equipment and some officiating. A portion of the officials employed are paid from student work-study funds.

Northwest employs an Intramural Director who reports to the Athletic Director. The Intramural Director also teaches several physical education activity classes. Excellent cooperation among the Physical Education, Athletic, and Intramural personnel permits the adequate functioning of the Intramural program.

TABLE IV-7

STUDENT ASSESSMENT OF THE RECREATIONAL/INTRAMURAL PROGRAM AND SERVICES

	Excellent	Satisfactory	Poor	Did Not Use	Omit
1981	40	22	3	35	*
1982	49	30	0	21	*
1983	41	25	2	31	1

HOUSING AND FOOD SERVICES

Housing for students at Northwest consists of four residence halls and five apartment buildings. Another residence hall will be ready for occupancy in Spring, 1984. Student living options include single sex, coed, and apartment living styles.

Northwest believes that on-campus living promotes student growth and development. Students from local communities are permitted and encouraged to live in College housing. Those whose residence is within twenty-five miles of the campus may live in a residence hall without being on a meal contract. This significantly reduces costs for some students.

Residence halls are managed by adult hall directors, each with a staff of student resident assistants. Apartment buildings are managed by married student couples and contain four apartments per building.

The Housing program is operated on the premise that living on campus is a privilege. Policies on noise, alcohol, drugs, and other such matters are enforced, supporting students who are serious about their academic work.

Summer use of residence halls by visiting colleges and universities is actively sought. This usage constitutes approximately 52 percent of summer housing revenues. In addition to the above, Northwest provides summer housing for Wyoming Girls' State, athletic camps, church-related groups, and meetings of large groups or organizations for which there is not adequate commercial housing in Powell. Additional data on housing is provided in the Auxiliary Services section of this chapter.

Food Services are provided for all resident students through the College cafeteria. A snack bar servess commuter students and faculty five-days per week. A Food Service Committee works with the Director of Food Services to evaluate the meal program and to suggest improvements. The Director of Food Services has responded very well to requests to cater special functions on campus and student outings and field trips, among others. Additional information on Food Services is available in the section on Auxiliary Services.

BOOKSTORE

The College Bookstore carries all books required for the over 500 classes instructed on and off campus. Students may sell used books which are scheduled for assignment in the coming year back to the Bookstore at prescribed times. The Bookstore attempts to keep an inventory of supplies for specialized departments of the College. Books are mailed off campus to extension enrollees, and evening hours are held at the beginning of each semester for on-campus evening students. In addition to books and academic supplies, the Bookstore handles an ever-increasing number of student interest items, such as T-shirts, caps, pennants, mugs, knapsacks, cards, posters, and novelties. Greater attention is being given to stocking paperback books of interest to students and faculty. The management surveyed all faculty and staff for suggestions on additional items to be included in the expanded Bookstore facility which will open in January, 1984.

HEALTH SERVICE

Health Services at Northwest were begun as a result of a resolution passed by the Student Senate in Spring Semester, 1982. The students felt that they were being charged excessive fees for calls to local physicians and the local hospital. Student views were supported strongly by the Housing staff, especially the Hall Directors who felt they were being called upon to make medical decisions as to when or whether a student should be taken to the hospital or a physician's office.

As a result, Northwest began its Student Health Service in August, 1982. A Nurse Practitioner was employed two hours per day. By November, the patient load had increased to the point that an additional six hours per week were requested. This standard of service was maintained through the Spring Semester, 1983. With ever-increasing demand, the Health Service was expanded to three-quarter time for this academic year. We are requesting that the position become full time for the next biennium beginning Fall, 1984. Increased efforts are being made to provide health education in addition to emergency health services. The model of the NWCC Health Service has been requested by other two-year colleges in Wyoming.

Having a Health Service on campus has resulted in fewer class absences due to illness, immediate detection of contagious diseases, the efficient attention to injuries on campus, the diagnosis and counseling of unmarried, pregnant women, and the diagnosis of several potential heart problems among our students. The Health Service performs an academic service by providing excellent clinical experience for Medical Laboratory Technology and Licensed Practical Nursing students. Excellent statistics are kept and are on file for review.

CHILD CARE SERVICES

Northwest's Child Care Center furthers the mission of the College by making higher education accessible to students with young children. The Center, which is open from 8:00 a.m. to 5:00 p.m., Monday through Friday, is housed in a new facility with a capacity for fifty-two children, ages two to six. Care is provided during the hours the parent is attending classes, studying, or working on campus.

A staff of four adults and twenty-five work-study students care for the children. Faculty parents are permitted to use the Center on a space available basis. An information sheet which shows costs is on file.

In addition to providing an outstanding learning environment for preschool children, the Center serves as a practical laboratory experience for students in Education, Psychology, Home Economics, and Nursing. A combined staff/observation room permits viewing of children in free play situations.

STUDENT GOVERNMENT AND STUDENT ACTIVITIES

Student Government operates on student fees of $9/semester from full-time students. Four student officers elected in April and six delegates elected at-large in September constitute the governing body. This body appoints students to Standing Committees of the College and committees authorized by the Student Constitution. Any student organization desiring recognition on the campus must submit its constitution to the Student Senate for approval. The Dean of Students and the Student Center Director serve as sponsors to Student Government.

An Activities Board carries responsibility for programming. The Board is chaired by the Student Vice-President, and the Director of Student Activities serves as sponsor. Activities are designed to include all full-time students.

AUXILIARY SERVICES

Auxiliary Services function within Student Services where the primary responsibility lies to produce sufficient revenues to meet bond redemption obligations. These services include Bookstore and Student Center operations, the Food Service, and Student Housing. Auxiliary Services are vitally important to this heavily residential campus since they encompass such a significant part of the total student environment.

To provide adequate facilities on its campus, Northwest has borrowed money for construction of four residence halls, three apartment buildings, and the original Student Center. Only Colter Hall and the recent addition to the Student Center were paid for from General Obligation Bonds or the Mineral Royalties Fund. The State of Wyoming was the source of funds for building Ashley Hall, Bridger Hall, Cody Hall, Lewis and Clark Hall, and the Student Center. The first three apartment units were constructed with money borrowed from the First National Bank of Powell. Our fourth and fifth apartment units were constructed from surplus money in the auxiliary account. Copies of Bond Repayment Schedules are on file.

The Student Center houses the bookstore, cafeteria, snack bar, game room, student lounge, student government offices, the office of the Assistant to the President for College Relations and the Student Publications room. A major addition to the building will house an enlarged bookstore, expanded dining facilities, and a special Trapper Conference Room for groups of up to one hundred people. Food Services are catered under contract between Northwest and the Gladieaux Foods Corporation of Toledo, Ohio. Students in College housing must be on the fifteen or nineteen meal plan unless they live within a twenty-five mile radius of Powell. Under the latter option, students may purchase a minimum of $125/semester in Optional Meal Tickets. Excess money in the Food Services Budget is pledged toward redemption of bonds. Northwest's Current Fund generally assists in this effort by picking up the utility and custodial costs of operating residence halls and the Student Center.

Northwest's Student Bookstore is the sole source of books required for courses taught by the College. Operating expenses are paid from revenue generated, with the exception of salaries for the Student Center Director/Bookstore Manager and one assistant which are paid from the current fund. The Bookstore contributes an average of $15,000 annually to redemption of revenue bonds. It is hoped that movement of the Bookstore into expanded quarters on the main floor of the Student Center will significantly increase sales and profits of the operation. The potential of the Bookstore has been stifled by its basement location and its limited display space.

While the three areas of Bookstore, Food Services, and Housing comprise the lion's share of the auxiliary budget, there are several smaller accounts which help in meeting financial obligations. Foremost among these is the current fund item of Bonds A and B which contributes $25,000 annually for bond payments. To this are added facility rentals of auxiliary floor space and the $10/semester usage fee paid by full-time students.

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF EFFECTIVENESS

Student Services has several areas of strength which were clarified in the self-study. There are also some concerns which are noted in the self-study and which are evident to our staff.

While the College's academic advisement is probably stronger than that of many other colleges and universities, we are continually seeking ways to improve it, particularly for the late registering students with whom we have had no previous contact. Advisers do care about their advisees and demonstrate that interest.

One concern in academic advisement relates to the low percentage of students who have taken the ACT or SAT, either of which provides valuable information for advisers. Through letters to counselors and through direct contact with students at Wyoming Planning Days, we are encouraging more high school students to take one of these national assessments.

The College is also concerned that so many entering students have little or no background in basic algebra. The Physical Science Division is considering the possibility of intensive mathematics courses for students on a voluntary basis during the summer. We believe this could save one semester of college enrollment for a significant number of students with weak backgrounds.

Assistance to students through financial aids, scholarships, and student employment is a strong aspect of student services and we are committed to maintaining and improving this level of aid. The positive side effects of student employment and our firm belief that money earned is valued more than grants have led us to emphasize this area. However, enough scholarship money must be available to compete for quality students who set the academic tone of the College. In the future, the Student Personnel Office hopes that the NWCC Foundation will recognize the priority of this need and help the College to increase the Scholarship Fund.

Housing facilities are adequate for single students. We offer programs for hall activities, community building, social development, and roommate selection and adjustment. Efforts to provide computer terminals and other experiences in the residence halls to support the academic program are in planning stages.

The Trapper Village apartment complex was originally intended for married students. The cost of repaying loans has made this unfeasible, since more income can be derived from housing three single students in each apartment. Still, there is a shortage of affordable housing in Powell for married students and Trapper Village should be turned into housing for them as soon as possible.

Northwest is striving to make educational opportunities and program information known to residents of our service area and beyond. Increased faculty contact with high school colleagues in the same discipline will be welcomed. Where such contacts have been solicited and maintained, the results have been rewarding.

The part-time student, on and off campus, has generally found the resources of the College readily available. Logistical problems are inherent in the enterprise, however, and well-equipped laboratories and well-stocked libraries are often unavailable. The course instructor may be forced by student initiative to play the role of an adviser on occasion, a role he or she may not be prepared to assume. These problems are recognized, but extraordinarily difficult to solve.

A major concern relates to adult students, part-time and full-time, who are fearful of undertaking a college education. We have attempted to address the concerns of such students in Powell by developing several adult reentry programs. These programs have been quite successful, with twenty students participating in the adult reentry program this fall, and several enrolled in a "Survival in College" course reserved for them.

In the area of recruitment and admissions, we are concerned about the decreasing numbers of graduates in the Big Horn Basin and about preregistration for new students. Plans for a rolling registration are being developed. The declining resource pool of high school graduates is being addressed by efforts to improve retention and to increase recruiting in adjacent areas of Montana.

The self-study indicated some faculty concern with certain Bookstore practices. On the whole, however, the Bookstore received commendation.

The Student Health Service and Child Care Center are performing exceptionally well. These areas of strength will continue to receive earned support. The possible future need to restrict Child Care Center enrollment to the children of students only will need to be addressed with tact and understanding. Career Development and Placement are still in their infant stages. We hope to become a leader in these areas where students need so much assistance. Any assessment of results is premature in these areas. A copy of our Student Needs Assessment may be found in Appendix IV-3.

Athletics at Northwest serve mainly to provide name identification and to promote a sense of loyalty and pride in the College community. While the great benefits to participating athletes are recognized, the number of participants, taken alone, would hardly justify the expenditures. Athletics, then, play a major role in promoting unity at the College. The athletic program is well organized, it recruits highly desirable students, and it is a major asset.

The intramural program provides outlets for physical activity and a competitive arena for those who do not participate in varsity sports. Strengths of the program are found in the variety of activities and encouragement of students to become involved with more life-long activities. Students have expressed some concern for more voice in the general operation of intramurals, but they have not pursued the matter when opportunities to do so have been provided.

Student Government generally operates in the interests of students and is receptive to their expressed needs. There are concerns about the level of responsibility accepted by student members of College committees and about the apparent preoccupation of the Student Senate with providing social activities. There is some concern regarding the low number of students who vie for leadership positions. Both concerns have been addressed by the present Senate. Student members of College committees must report monthly on items under consideration by respective committees and the Senate has established a nine-member Student Activity Board which is responsible for planning and conducting student activities, thus freeing the Senate for other business of importance.

The best evidence of effectiveness of Student Services at Northwest is the steadily expanding student population. This increased enrollment and retention has been accomplished while degree requirements have been raised and academic standards improved. Follow-up studies substantiate general satisfaction of students with services received (Appendix II-1).

Retention and graduation statistics at Northwest far surpass those indicated by other two-year colleges in Wyoming. At this writing, it is probable that we will graduate nearly three hundred students in May, 1984. This will match or surpass degrees awarded by the largest community college in the state, with its two thousand full-time students. While information is not readily available from other Wyoming Colleges, it appears that our retention rates run twenty percent above those of our sister colleges.

Housing occupancy, meal plan enrollment, participation in active clubs and organizations, use of the Career Center, effectiveness of Child Care and Health Services, quality of advisement, numbers on work-study and institutional assistance, and the image of Northwest in its service area, the State of Wyoming, and the adjacent area of Montana are all evidence of a successful program of Student Services.

Without supplementary aids to auxiliary revenues and the payment by the current fund of utility and custodial costs, on-campus living costs would be placed beyond the reach of most of our students by the charges for room, board, and books. As it is, we provide excellent housing, satisfactory food service, and academic supplies at prices affordable to most of our students.

PLANS FOR THE FUTURE

Student Services is determined that there will be no reduction in the concern shown for each student who enrolls at this institution. Through total cooperation with the instructional program, we can and will maintain channels of communication which insure that student needs and concerns are known to faculty and that the academic expectations of Northwest are clearly stated to enrolled and prospective students.

Student Services will expand staff hours next year in both Child Care and Health Services. This is critical to maintain the standards in both areas. Housing and Bookstore staff hours will be expanded to meet increased loads with financing coming from the Auxiliary Accounts.

The Offices of Continuing Education and Student Programs will work together to identify ways in which part-time students can take better advantage of student services available through the College. In addition, an attempt will be made to identify resources in libraries, laboratories, public schools, and other agencies which might be made available to part-time students.

Improving our registration process for new students is a top priority. A plan is being developed to insure that placement exams will be administered and competent academic advisement provided during the summer as well as during the academic year. Advantages of a preregistration for new students seem to far outweigh the disadvantages at this time.

Plans for development of professional Placement Services are underway. The Director is holding meetings with appropriate faculty, making contacts with prospective employers, and developing standard credential files. The procedures and progress of this service will be monitored continuously.

Meeting the financial needs of students may necessitate the development of a computer-based financial aids package which will determine the percentage of need which can be covered from available resources. The Director is working on such a program with the Computer Center personnel. Efforts will be increased to build the Scholarship Fund and to acquire more current fund money to provide additional student assistance. An increase of $75,000 has been requested for the 1984-85 biennium from state funds to provide for more student employment.

Efforts to move from simple informational Alumni contacts to the development of a formal Alumni Association are underway through the Office of the Assistant to the President for College Relations. Establishment of an Alumni Days event each spring is being considered. Student Services will support with enthusiasm and resources whatever approach is taken.

Three accounts carry the invested balances of the auxiliary funds. These accounts are Trapper Village ($48,000), Bookstore ($70,000), and Dorm Depreciation ($287,000). The 1983-84 auxiliary budget anticipates a surplus of $443,221 after making all bond payments and using $100,000 to pay final billings on Cody Hall. The total amount borrowed from the Wyoming State Farm Loan Board for construction will be reduced to between 1.5 and 1.6 million dollars. Money borrowed for Cody Hall is at the rate of 8 1/2 percent, which will likely exceed the rate we can receive over the next few years on invested surplus.

Efforts are being made to reduce expenditures by revising the contracts of hall directors and reducing supplies and furniture purchases. Complementary efforts are being made to increase summer occupancy of all housing facilities. It is obligatory that we attain year-round usage of facilities to maintain total solvency in the future--assuming that we have reached the maximum in housing charges without reducing our on-campus residency numbers.

Income, expenditures, and bond payments in the auxiliary account for the past two years and projected for the next three years are on file. While bond payments will be heavy for many years, the figures clearly demonstrate our ability to meet them and still retain a reasonable balance to deal with emergencies which may arise.

SUMMARY

Northwest has in place a strong Student Services program. As with all institutions, there remains room for improvement in all aspects of these services. The placement of resources will become more discretionary as the expansion of money available diminishes.

Student Services functions under a philosophy totally in harmony with the mission statement. Students, their growth, development, and academic progress, must remain the focal point of this institution's commitment. One of the major tasks of this area is to resist any reduction in that commitment.

We believe the student environment at Northwest is supportive of the fundamental needs of students. We shall continue to assess those needs within a philosophical framework, making adjustments in our services and attempting to influence other segments of the College to fulfill the needs identified.

CHAPTER V

FACULTY

INTRODUCTION

A great deal of information about faculty status and working conditions is available in the Faculty Handbook. This chapter will describe the faculty and draw upon information available in the aforementioned document and elsewhere to assess its role and effectiveness.

DESCRIPTION

The faculty of Northwest Community College is well-qualified to perform its duties. Over ninety percent of the faculty hold the Master's degree or the doctorate. Those faculty who do not have the Master's degree are well qualified to instruct by virtue of their professional experience. Table V-1 provides information on the composition of the faculty.

Faculty are generally recruited through national advertising and are selected through a process which promotes a college-wide perspective on the potential contribution of candidates. The College has generally sought the best combination of teaching ability and academic credentials available. Faculty have completed graduate (in some cases, undergraduate) work in twenty-four states, which suggests the diversity of faculty educational experiences. This diversity is shown in Table V-2.

Unlike many institutions of higher education, Northwest has experienced some growth in the number of faculty members over the past several years. Whereas the number of faculty did not increase from 1979 through 1982, in the Fall of 1982, five faculty were added, and in the Fall of 1983, eight faculty were added, for a total of seventy-three. This responds to an increase in enrollment of 39 percent in full-time headcount (572 to 796) in the five-year period 1978-1982. At the same time, faculty turnover, though modest, has added to staffing flexibility. Faculty turnover is shown in Table V-3. The net result, combining returning and new faculty, is a vibrancy in the instructional program which does much to facilitate our search for excellence.

TABLE V-1

CHARACTERISTICS OF FACULTY

	# OF FACULTY			# CONT. CONTRACT	HIGHEST DEGREE			RANK			
Division	M	F	Total		BA	MA	DR	Instr	Asst	Assoc	Prof
Agriculture and Technology	8	2	10	3	3	5	2	2	8	0	0
Commerce	8	1	9	5	2	6	1	3	4	2	0
Fine Arts	8	0	8	5	0	8	0	3	3	2	0
Humanities	8	6	14	6	0	10	4	2	9	3	0
Life & Health Science	6	4	10	2	1	7	2	3	5	1	1
Physical Science	8	2	10	4	0	9	1	2	5	0	3
Social Science	12	0	12	4 *	1	8	3	2	8	2	0
	58	15	73	29 **	7	53	13	17	42	10	4

* Four Physical Education faculty are on fixed contracts and are therefore ineligible for continuing contract.

** Of the sixty-nine eligible faculty, 42 percent hold continuing contract.

TABLE V-2

FULL-TIME FACULTY BY STATE WHERE HIGHEST DEGREE WAS AWARDED OR WHERE GRADUATE DEGREE STUDY IS IN PROGRESS

Wyoming	20	Washington	2
California	6	Wisconsin	2
Colorado	6	Connecticut	1
Montana	6	Florida	1
Utah	4	Illinois	1
Michigan	4	Kansas	1
Nebraska	3	Kentucky	1
Arizona	2	Louisiana	1
Idaho	2	Minnesota	1
Iowa	2	Nevada	1
Missouri	2	New York	1
New Mexico	2	Vermont	1

TABLE V-3

FACULTY TURNOVER
(Retirements, Resignations, Nonreappointments, Etc.)

	Number	# of Teaching Faculty	% of Faculty
1979-80	6	60	10.0
1980-81	4	58	6.9
1981-82	4	60	6.7
1982-83	3	65	4.6

Table V-4 shows that the ages of current faculty do not indicate a serious problem with regard to flexibility in the composition of the faculty in the near future.

TABLE V-4

AGES OF FACULTY

Age Range	Number of Faculty
60-64	2
55-59	2
50-54	6
45-49	13
40-44	10
35-39	14
30-34	18
25-29	8

Median Age = 39.38

In the course of responding to growth of enrollment through increases in faculty staffing, progress has been made in attracting well-qualified female faculty members to the College. Table V-5 shows the progress made in this regard.

TABLE V-5

PROPORTION OF FEMALE FACULTY

	Faculty	Female Faculty	Percent
1979	60	9	15.0
1983	73	15	20.5

While Northwest's percentage of female faculty remains below the national average, we hope to continue to improve that percentage by seeking out the best qualified candidates for the positions available.

Faculty share in the governance of the College through the established committee structure (Section 2.2, Faculty Handbook). In addition, the Faculty Organization interacts with the administration on matters of faculty welfare and status, including the annual review and, if necessary, revision of the Faculty Handbook.

Faculty evaluation and faculty development are closely linked concepts at Northwest. The instrument used for on-campus student evaluation, the Instructor and Course Evaluation System (ICES), was adopted specifically because it provides information of an evaluative and developmental nature. Administrative evaluations of faculty similarly have this dual purpose.

As a result of an *ad hoc* committee study conducted in 1981-82, a Faculty Development Committee was established in the Fall of 1982. This is a faculty committee which promotes faculty development through the awarding of monies on a competitive basis. Thus far, the Faculty Development Committee has operated successfully in promoting its goal.

It is the goal of the College "to strive for excellence in all programs of instruction." Most of the objectives relating to the pursuit of this goal concern the quality and vitality of the faculty. It is to these factors that the major institutional effort is directed, rather than to important but less fundamental factors such as teaching methods.

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF EFFECTIVENESS

The major strength of the instructional program is the quality of the faculty and its level of commitment to the pursuit of excellence. "Excellence characterizes a . . . college that sets high expectations and goals for all learners, then tries in every way possible to help students reach them" (Report of the National Commission on Excellence in Education). This is what we endeavor to accomplish at Northwest. Faculty excellence is emphasized through faculty selection, faculty evaluation, and faculty development. It is important that policies and procedures relating to these matters be codified in the Faculty Handbook so that all concerned understand the circumstances affecting them. It is similarly important that the faculty make a major contribution to the direction of the institution through a system of shared governance. Commitment to excellence grows from a sense of having a voice in setting College priorities. The curriculum and degree requirements support the emphasis on excellence, as does the low faculty-to-student ratio.

The major concerns, paradoxically, relate to many of the strengths. Shared governance requires major faculty investment in various kinds of committee work, and that investment, if sustained at a high level, can have a negative effect on classroom performance. Similarly, the faculty evaluation system, developed with painstaking care to promote fairness and reliability, takes a good deal of time to operate. The burden is particularly heavy on Division Chairmen. This was one cause of the divisional reorganization which took effect in January, 1983, creating one additional division.

A growing number of faculty to meet increased enrollment is logical and good, but ultimately growth could lead to a loss of the cohesiveness or intimacy which has characterized this faculty. Finally, the low faculty-to-student ratio, while positive in most respects, may mask some low enrollment difficulties in some areas of instruction and in sophomore level courses in particular. Efforts must be made to improve enrollment in such areas and possibly to limit the growth of the curriculum at the sophomore level.

Evidence of faculty effectiveness is found in administrative review of student evaluations and course outlines, classroom visitations, and student follow-up information. In follow-up questionnaires sent to graduates, former students are asked to give the faculty and their instruction ratings of Excellent, Satisfactory, or Poor (Table V-6).

TABLE V-6

FACULTY EFFECTIVENESS

Instruction in Your Major Field	Excellent	Satisfactory	Poor
1981	55%	45%	0%
1982	48%	50%	2%
1983	62%	36%	1%
Attitude of Faculty Toward Students			
1981	69%	30%	1%
1982	77%	23%	0%
1983	72%	25%	2%

As Table V-6 shows, responses of graduates have been overwhelmingly positive. Students who have attended Northwest also perform well at the University of Wyoming upon transfer (Appendix III-1).

PLANS FOR THE FUTURE

No institution should decide for itself that it has reached a condition of excellence. To do so would signal a stage of complacency, stagnation, and, most probably, self-delusion. It is the striving to do better that is truly important for the future of any institution. Each person can improve; each division can improve; the College can improve. It is essential, however, that ways be found to share the administrative work load of the faculty so that the burden of responsibilities will not detract from classroom effectiveness or prevent any of us from sharing in the rewards of being a part of a college community.

SUMMARY

All faculty are well-qualified for the positions they hold. A goal of the institution is to strive toward excellence in all programs of instruction. The College attempts to monitor progress toward this goal as it relates to faculty through the hiring process, the evaluation process, and the provision of opportunities for professional development. The policies of the institution as they relate to faculty are set forth in the Faculty Handbook.

CHAPTER VI

INSTRUCTIONAL SUPPORT SERVICES

INTRODUCTION

This section addresses the library, audiovisual services, the Learning Skills Center, and computer resources. All of these services are essential for the effective operation of the instructional program.

JOHN TAGGART HINCKLEY LIBRARY

DESCRIPTION

The John Taggart Hinckley Library moved into a new facility in April, 1983. This facility provides an environment conducive to academic pursuits, and will allow the collection to expand for a number of years. Currently, the library offers approximately 18,052 square feet of floor space and seating for 210 persons.

The book collection consists of approximately 35,000 volumes. Other resources include 360 periodicals, as well as newspapers, maps, pamphlets, microfilms and microfiche on file. The library is a select government depository. Facilities for using tapes, microfilm, microfiche, and phonograph records are provided. Photocopy service and typewriters for student use are also available.

The library is open seven days per week on a varied hour schedule. It is staffed by one professional librarian, three Library Technicians, and student assistants. This year, for the first time, the library remained open during the summer (35 hours per week). It was staffed by a Library Technician and a student assistant.

The library serves as a cultural center as well. Poetry readings, dramatic presentations and musical performances have been held in the library. These performances are open to the public, as is the library collection.

The library budget for 1983-84, excluding the cost of student workers, is $105,432. The library budget has grown substantially in recent years, 82.9 percent for the total budget since 1979-80, and 120 percent for the books, periodicals, and supplies budget since 1979-80 (Table VI-1).

TABLE VI-1

LIBRARY EXPENDITURES AND CURRENT BUDGET COMPARISON

	1979-80	1980-81	% Incr	1981-82	% Incr	1982-83	% Incr	1983-84	% Incr
Salaries & Fringes	40,310.15	48,445.97		56,417.21		63,433.09		71,010.00	
Books, Periodicals, Supplies	15,028.98	19,107.23	27.1	22,005.36	15.2	29,093.75	32.2	34,422.00	18.3
Capital	2,306.98	3,427.26		2,153.45		0.00		0.00	
Total	57,646.11	70,980.46	23.1	80,576.02	13.5	92,526.84	14.8	105,432.00	13.9

Although growth in the library budget has been substantial, the amount spent still constitutes only 1.5 percent of the College budget. This is very likely an inadequate figure.

The library houses the archival collection of the Big Horn Basin Project. Originally funded by the National Endowment for the Humanities, this project has as its purpose the acquisition of historical records pertaining to the history of the Big Horn Basin and the use of those records to develop public programs.

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF EFFECTIVENESS

The building of a new library at the center of the campus should have a significant impact on library use. The old library was "uninviting," in the words of the 1979 NCA visitation team. The new building will not suffer that disadvantage.

The key to student use of the library, of course, is the faculty. Few students will use the library without the encouragement of a course assignment (at least not at the beginning of their college careers). Library statistics show that 73.6 percent, 62.6 percent, and 59.2 percent of students checked out books in 1980-81, 1981-82, and 1982-83, respectively. These statistics show a modest decline, although the percentage remains higher than in years previous to 1981. The English faculty has shifted its major assigned source material for Freshman English to periodicals in the past two years. Nonetheless, more students should be checking out books in support of their course work. Library use has grown consistently in recent years (see Library Report, on file).

Graduates are asked to rate library facilities and services as part of the yearly student follow-up survey (Table VI-2).

TABLE VI-2

STUDENT LIBRARY RATING

	Excellent	Satisfactory	Poor	Did Not Use
1981	27	57	9	7
1982	49	42	6	3
1983	63	30	3	2

These figures seem quite satisfactory, although we would hope to reduce the "Did Not Use" proportion to zero.

The faculty generally believes that the library provides an adequate working collection in many academic and vocational areas. The additional use of the Wyoming Interlibrary Loan Network and the Rocky Mountain Bibliographical Center for Research has the effect of enlarging the number and variety of holdings to which our students and faculty have access. Further, the library staff attempts to help interested faculty members and divisions assess the adequacy of holdings in their fields.

There are some rather important concerns, nonetheless, which need to be addressed. The growth of the College has resulted in calls for a library which is open throughout the calendar year. Professional staffing should be increased to a number suitable for a college the size of Northwest. The acquisitions budget should grow at a much more rapid pace. Major consideration should be given as soon as possible to recataloging the book collection according to the Library of Congress system. Whether or not this change is made, an update of the card catalog and a thorough reading of the shelves will be necessary to eliminate such errors as exist. Now is the time in the College's development to press for a library which provides academic leadership and draws the College community to its resources.

PLANS FOR THE FUTURE

The College is seeking funding for a Director of Library Services, perhaps including audiovisual responsibilities, for the 1984-85 academic year. The College will then have two professional librarians to meet the challenges which are before us. It is also likely that we will convert the book collection to the Library of Congress classification system within the next five years. A security system is being installed in the library to reduce book loss. Finally, we are seeking funding for the continuation of the Big Horn Basin Project.

AUDIOVISUAL SERVICES

DESCRIPTION

Audiovisual hardware is currently administered by the office of the Dean of Administrative Services. Most of the equipment is stored at decentralized locations and is available to the faculty at those locations. Audiovisual software is purchased by individual divisions and most often is housed in faculty members' offices. Recognizing that this system might militate against maximal use of software, an inventory was completed in the Fall of 1982. Subject headings are being assigned to each item in that inventory. The entire inventory will then be placed on the computer so that a printout will be available to each faculty member. The card inventory will be held permanently in the library. Procedures for keeping the inventory current have been implemented.

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF EFFECTIVENESS

The major strength of the current system is that it minimizes the involvement of any sort of bureaucracy in the use of audiovisual aids. Faculty generally have ready access to hardware, and the faculty who usually employ certain items of software most often have them at hand.

A concern relating to our system is that all audiovisual resources are not known to the faculty. The software inventory is designed to address that problem and problems of loss and inadequate housing. The College has no audiovisual "expert," although, on the other hand, we do not seem to have suffered greatly from this absence. The quality and quantity of equipment has been adequate, except that there is a need to dedicate more machines to off-campus use.

PLANS FOR THE FUTURE

The aforementioned Director of Library Services position which the College is seeking may also provide an individual who can oversee all aspects of audiovisual availability. It is likely, however, that the current decentralized system of hardware and software allocation will continue.

LEARNING SKILLS CENTER

DESCRIPTION

Compensatory learning experiences are available through the Learning Skills Center for those students who are having difficulty with basic college requirements in writing, mathematics, and problem solving. All freshman students are given placement tests in English and Mathematics. While placement is not mandatory, our experience has been that students who ignore placement recommendations very often have severe difficulty. Students who are unprepared for college-level course work may enroll in remedial classes which offer small group instruction in English and Mathematics. Students who are having difficulty in their college-level course work in English or Mathematics are informally referred to the Learning Skills Center by their instructor, adviser, or counselor. These students are interviewed by one of the two Skills Center Coordinators who then plan a program with the student to address the difficulty. Frequently this involves work with a work-study tutor in the particular subject matter as well as the assignment of additional remedial work. Tutors are advised of the student's most effective learning style by the Coordinators. Statistics for the 1980-81, 1981-82, and 1982-83 academic years show that 27 to 29 percent of the full-time students made use of the Learning Skills Center.

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF EFFECTIVENESS

The Learning Skills Center is staffed by two effective Coordinators who supervise a corps of trained peer tutors. Peer tutors, of course, are students who have been prepared to work with other students individually on their particular needs. The Coordinators have the support of the faculty and the administration. The Mathematics Skills Coordinator is a member of the Physical Science Division, while the Language Skills Coordinator is a member of the Humanities Division. The Learning Skills Center as a whole comes under the Dean of Instruction's purview, and the L.S.C. budget is located within the Dean's budget. These organizational arrangements are conducive to the development of support for the activities of the L.S.C.

Much of the success of the L.S.C. depends on the availability of funds to hire peer tutors. Major efforts must be made to continue this program. Another issue is whether or not consultation with the L.S.C. should be made mandatory for students who encounter major academic difficulty. This question will continue to be considered during the academic year.

PLANS FOR THE FUTURE

The Learning Skills Center will begin to work with students in the subject matter areas (e.g., History, Sociology), in consultation with the instructor involved. The Language Skills Coordinator will continue to work with faculty on approaches to writing across the curriculum in order to improve the general quality of student writing.

ACADEMIC COMPUTING SERVICES

DESCRIPTION

Academic Computing Services promotes the mission of the College in several ways. Primary support is for the instructional program. Recently, efforts have been directed toward developing a strong Computer Science and Data Processing curriculum. The limited resources currently available have restricted the number of applications in other academic areas.

The academic computing resources at NWCC consist of one minicomputer (Harris H-100), dedicated communications lines to the University of Wyoming's Cyber computer systems, and several microcomputers. The Harris system has twelve student general use terminals, two terminals dedicated to the Career Center, and two faculty terminals. Four of the above terminals may alternately access the Cyber systems. Six microcomputers (TRS-80's) are in use by the Data Processing Department and two IBM Personal Computers are being evaluated by Computer Services.

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF EFFECTIVENESS

The academic computing area is strong in its support of Computer Science and Data Processing course work. The Harris minicomputer provides the hardware and software to teach the computer language courses. The most immediate problem with this system is an inadequate number of terminals available for programming students.

Computer utilization has been limited primarily to students enrolled in Computer Science or Data Processing classes. Nevertheless, students have experienced problems gaining access to a terminal. Enrollment in programming classes has been increasing steadily. In the Spring of 1980, three sections were offered with a total enrollment of 43 students. In the Spring of 1983, the total enrollment in nine sections was 201 students. To accommodate this rate of increase, plans have been developed to expand the current system and add more microcomputers.

The current system allows little or no access for applications in areas other than Computer Science/Data Processing instruction. During the development of a College-wide computer plan, it became evident that many needs were not being met. These include modeling and simulation, academic word processing, records management, computer-aided instruction, and faculty development.

Faculty awareness of the uses of the computer in their course work is also weak. Many faculty have indicated an interest in developing literacy in computers. Current plans attempt to address this need through seminars, short courses, and individual consultation.

In 1982, the position of Academic Computer Coordinator was established. This position is part of the duties of a full-time faculty member. His responsibilities include overseeing current resources, planning, development, consulting and advising.

The primary evidence of past effectiveness is in Computer Science/Data Processing course enrollments. Other academic areas have also found it appropriate and desirable to include a programming course in their curricula. Academic computing resources have been barely able to keep up with this demand.

The computer equipment available is modern and kept in good working order.

PLANS FOR THE FUTURE

The College has acquired funding to purchase twelve microcomputers and to expand the Harris for the 1983-84 academic year. This will allow expanded course offerings in Computer Science/Data Processing as well as the capability for development in other areas.

The College has developed a comprehensive plan for academic computing for the following two years. This plan includes further expansion to the Harris system, increased numbers of microcomputers for faculty and student use, expanded physical facilities for computer labs, and faculty training and development. The planned installation of a new telephone system will greatly improve data transmission capabilities.

SUMMARY

Growth in enrollment and technological development is putting pressure on the College's learning resources. Although these services have been adequate in the past, the College will need increasingly to invest its attention and financial resources in this area.

CHAPTER VII

FINANCIAL RESOURCES

INTRODUCTION

Northwest Community College is a fiscally responsible institution with sound and diverse funding sources. Resources are managed through approved planning, budgeting, and control processes. In this discussion of the College's financial resources, we will focus upon the current fund budget because it is the primary operating budget of the College and, as a result, contributes most significantly to the accomplishment of the College's mission. Because Northwest Community College is a member of the Wyoming Community College System, we will make comparative analyses with other Wyoming community colleges whenever pertinent. Specific financial information pertaining to auxiliary enterprise operations and student activity accounts is presented in Chapter IV, "Students and Student Services."

DESCRIPTION

CATEGORIES AND SOURCES OF FUNDS

The financial transactions of the College are grouped according to the following six categories: 1) Current Fund Accounts, 2) Agency Fund Accounts, 3) Capital Construction and Plant Fund Accounts, 4) Auxiliary Enterprises and Student Activity Accounts, 5) Federal Accounts, and 6) Student Loan, Grant, and Scholarship Accounts. Receipts for each category come from a variety of sources and the expenditures are made in support of the mission of the College. In order to compare the amount of financial activity associated with each fund category, actual disbursements for the last two years are presented in Table VII-1.

TABLE VII-1

DISBURSEMENTS
1981-82, 1982-83

Fund Category	1981-82	1982-83
Current Fund Accounts	$4,705,037	$5,914,160
Agency Fund Accounts	765,140	942,663
Capital Construction and Plant Fund Accounts	675,599	2,647,090
Auxiliary Enterprises and Student Activity Accounts	716,433	1,201,006
Federal Accounts	329,744	284,886
Student Loan, Grant, and Scholarship Fund Accounts	21,141	25,947

CURRENT FUND ACCOUNTS

The current fund budget receives funding from a number of sources. These sources may be separated into two general categories: state and local. State general fund appropriations are provided to the seven community colleges to supplement local resources available from other sources. To qualify for state appropriations, the College must, by law, provide for the maximum four mill levy against assessed valuation in its district. State appropriations are distributed to the colleges on a fiscal year basis according to the following schedule.

July 15--30% of fiscal year entitlement
Sept 15--30% of fiscal year entitlement
Dec 15--20% of fiscal year entitlement
Mar 15--20% of fiscal year entitlement

Local resources are generated by external and internal means. External resources are the district mill levy and the county motor vehicle tax. The district mill levy (four mills) is assessed against Park County since the entire county area is defined as the Community College District. The original Community College District was only that area contained within the local school district, but in 1968 the entire county was included by referendum vote. District valuation has increased dramatically in the last three years due to the rising valuation of oil and gas production. In the taxable year 1982, 88.5 percent of the county's valuation resulted from oil and gas production primarily oil). The valuation reached an unprecedented peak in 1982-83, but decreased in 1983-84 due to the stable price of oil and decreasing production. District valuation for the past six years is as follows:

1978-79	$227,401,533
1979-80	246,017,851
1981-82	523,829,665
1982-83	760,245,755
1983-84	685,146,506

Park County contributes a significant amount of oil production when compared to the State of Wyoming as a whole. As shown below, Park County has remained at a rather stable percentage of the total state production.

TABLE VII-2

OIL PRODUCTION IN BARRELS

Taxable Years	Park County	State Total	% of State Total
1975	26,935,159	127,555,252	21.1%
1976	27,357,841	120,629,959	22.7%
1977	27,182,919	120,571,157	22.5%
1978	26,952,002	124,328,857	21.7%
1979	26,509,138	122,799,348	21.6%
1980	25,975,683	155,678,022	22.5%
1981	24,698,116	114,143,544	21.6%
1982	22,642,100	111,912,600	20.2%

The County motor vehicle tax is assessed against all licensed vehicles of the county. This revenue source has also risen this past year due to an increasing number of vehicles present in the county.

TABLE VII-3

MOTOR VEHICLE TAX RECEIPTS

1980-81	$59,965
1981-82	67,255
1982-83	80,346

Most of these revenues arrive in September and October when other county-assessed distribution is disbursed to the College.

Internal resources are tuition, interest income, and other revenue. Tuition generated by the institution amounts to 5.4 percent of the College's budget. Tuition and fees for full-time resident students in 1983-84 amount to $220.00 per semester. Complete information on tuition and fees may be found in the College Catalog, pages 7-8. Because enrollment has increased rather significantly in the past five years, tuition revenue has also increased proportionately. The amount of contribution to the total budget is still somewhat small.

Over the past three years, the College Business Office has significantly improved the amount of investment income credited to the current fund, as well as to other campus financial units. A general summary of this activity is indicated in Table VII-4.

TABLE VII-4

INVESTMENT INCOME

	Current Fund	Other	Total
1980-81	$ 51,918	$ 22,522	$ 74,440
1981-82	146,592	69,748	216,340
1982-83	177,699	113,798	291,467

Other income includes revenue received from rentals, special charges for use of campus equipment, and so forth. Because most of the College facilities are available at no charge to the public, this revenue source is minimal.

TABLE VII-5

OTHER INCOME

1981-82	$654
1982-83	$219

As the following analysis shows, the percentage of state support being provided to the Northwest Community College current fund budget has been decreasing steadily since the 1979-80 biennium. The first column indicates the percent of state and local support as projected in the original budget document. These figures are adjusted in the second column since all excess resources above and beyond the biennial budget authority must be returned to the state general fund upon audit and determination of the appropriate amount. In essence, the College must first use all existing local resources before using state dollars. Any excess local resources collected above and beyond the budget projections must be used to lower the state appropriation. Each year of the past biennium produced significant excess resources due to the rising valuation of gas and oil in Park County.

TABLE VII-6

PROPORTION OF STATE AND LOCAL FUNDING

Biennium	Budgeted State/Local %			Excess Resources	Adjusted State/Local %	
1979-80	State	$ 3,755,904	60.5%	$ 80,712	$ 3,675,192	59.2%
	Local	2,449,658	39.5%		2,530,370	40.8%
		$ 6,205,562	100.0%		$ 6,205,562	100.0%
1981-82	State	$ 5,579,981	63.9%	$1,007,132	$ 4,572,849	52.4%
	Local	3,150,358	36.1%		4,157,490	47.6%
		$ 8,730,339	100.0%		$ 8,730,339	100.0%
1982-83	State	$ 6,879,288	57.3%	$ 531,455	$ 6,003,869	46.5%
	Local	5,131,244	42.7		6,919,517	53.5%
		$12,010,532	100.0%		$12,923,386	100.0%
+ Budget Increase		912,354				
		$12,923,386				

Consequently, the amount of state funding provided to each of the seven community college districts can vary depending upon 1) the budget authority level, 2) the valuation of the local community college district, 3) the amount of motor vehicle tax revenue, and 4) revenues received from internally-generated local funds. As can be surmised, the valuation of the Community College District plays a healthy role in determining the amount of state funding. For comparative purposes, the percentage of state funding provided in the original state appropriations for the 1983-84 biennium to all seven community colleges is shown in Table VII-7.

TABLE VII-7

WYOMING COMMUNITY COLLEGES' PROPORTION OF STATE AND LOCAL FUNDING

College	State	Local	Total	Split (State/Local)
Casper	$17,473,752	$ 5,601,038	$23,074,790	75.7/24.3
Central	5,352,657	4,226,739	9,579,396	55.9/44.1
Eastern	5,877,681	1,063,508	6,941,189	84.7/15.3
LCCC	14,457,363	3,721,678	18,179,041	79.5/20.5
Northwest	6,879,288	5,131,244	12,010,532	57.3/42.7
Sheridan	7,131,710	2,291,941	9,423,651	75.7/24.3
Western	406,370	11,856,283	12,262,653	3.3/96.7
All Colleges	$57,578,821	$33,892,431	$91,471,252	62.9/37.1

AGENCY FUND ACCOUNTS

The agency extension fund, consisting of thirty-three accounts, acts as a fiscal agent for a number of special activities and programs. The agency fund provides a convenient vehicle from which small day-to-day disbursements, as well as emergency payments, may be made. This fund also includes monies transferred from or in transit to one of the other funds. A full listing of agency fund accounts is on file.

CAPITAL CONSTRUCTION AND PLANT FUND ACCOUNTS

The capital construction and plant fund accounts provide accounting for capital assets. Such assets consist of land, buildings, capital equipment and improvements. In addition, these accounts sometime serve as holding accounts for expenditures associated with the mineral royalty bond issue, as well as for those maintenance and repair expenses which are later transferred to the current fund if resources permit. Sources of funding for these accounts primarily derive from the following three sources:

1. Mineral Severance Tax Payments
2. Mineral Royalty Grants
3. Mineral Royalty Bond Issue

These mineral proceeds are distributed to the community colleges under State Law W.S. 39-6-306 and W.S. 9-7-903 and include those revenues which accumulate periodically from severance taxes imposed upon mineral production in the State of Wyoming. Fifty percent of such funding is provided to the colleges through "formula funding" based upon full-time equivalent enrollment. Twenty-five percent is provided on an equal share basis (1/7 to each college), and the remaining 25% is discretionary funding. Since the establishment of these funds, Northwest Community College has received mineral proceeds funding as shown in Table VII-8.

TABLE VII-8

MINERAL PROCEEDS FUNDING

	Formula	Discretionary	Total
Mineral Severance Taxes	$ 597,379	$ 243,256	$ 840,635
Mineral Royalty Grants	611,816	-0-	611,816
Mineral Royalty Bond Issue	2,542,589	654,560	3,197,149
	$3,751,784	$ 897,816	$4,649,600

Other recent major construction on the campus was financed by General Obligation Bonds, Revenue Bonds, and Wyoming State Farm Loan Board Loans. A summary of the College's bond liabilities as contained in the June 30,1982 Annual Audit Report is on file. The last payment on the General Obligations Bond Issue of 1976 is due on June 30, 1986. Total bonded indebtedness as of June 30, 1983, amounts to $1,170,000. The College's unused bonding capacity is $25,705,860.

AUXILIARY ENTERPRISES AND STUDENT ACTIVITY ACCOUNTS

The financial management of these accounts falls under the responsibility of the Dean of Students and has been discussed in Chapter IV.

FEDERAL ACCOUNTS

The College receives a modest amount of federal funding, the bulk of which applies to occupational education and the Big Horn Basin Project. Federal monies granted through the state have purchased various capital items for developing occupationally-oriented programs. The Big Horn Basin Grant Program is now in its third and final year of federal funding; the College is seeking other resources in order to continue the program beyond the current year. Generally speaking, we have only selectively sought federal funding. This approach is consistent with our philosophy of local control. The history of funding from federal programs is on file.

STUDENT LOAN, GRANT, AND SCHOLARSHIP ACCOUNTS

Northwest Community College has an active student financial assistance program utilizing federal, state, and private sources. The College emphasizes scholarships for academic achievement, special abilities (e.g., music), and work-study opportunities. We have received Wyoming Community College Commission and Board of Trustees support for these approaches to student aid. For example, in October of 1982, the Commission approved an additional $138,650 in student employment funding for NWCC for the 1983-84 biennium and the Board of Trustees raised the amount of scholarship funding for the 1983-84 academic year by $19,000 over 1982-83. Indicated in Table VII-9 are the various accounts used to administer these programs.

In addition to internally generated resources, the College receives financial assistance from the Northwest Community College Foundation. The NWCC Foundation is a nonprofit corporation organized to promote, assist, and extend financial support to Northwest Community College. It has supported the College's various educational programs and services primarily, though not exclusively, through land acquisitions and facility construction. The employment of a new development officer in 1980 was a key factor in the noticeable increase in giving.

TABLE VII-9

STUDENT AID PROGRAMS

Account	Fund	1983-84 Beginning Balance	1983-84 Projected Disbursements
Scholarships/ Grants-in-Aid	Current Fund	$150,000	$150,000
Scholarship Fund	Agency	24,004	24,004
Saunders & Capital Funds Scholarship	Agency	37,308	37,308
Paul Stock Scholarships	Agency	14,182	14,182
Wilma Latimer Student Loan	Agency	5,041	-0-
S.E.O.G.	Agency	-0-	21,613
National Direct Student Loan	Agency	11,622	-0-
Pell Grants	Agency	-0-	200,000
Work Study Fund	Current Fund and Agency	-0-	52,758
Student Employment	Current Fund	-0-	166,659
Athletic Grants-in-Aid	Agency	6,470	6,470
Veteran's Program	Agency	396	-0-

TABLE VII-10

DEVELOPMENT ACTIVITY

July 1977-July 1980	$ 9,000	(approx.)
July 1980-June 1981	128,840	(includes $70,000 from Paul Stock Foundation)
July 1981-June 1982	149,256	(includes $70,000 from Paul Stock Foundation)
July 1982-June 1983	76,288	

EXPENDITURE OF FUNDS

The College uses a modified version of the Planning Model of Byron McClenney (former President of Parkersburg Community College in West Virginia) to develop a three-year College plan. This College Plan is then used to construct the biennial budget request. Copies of the most recent College Plan and 1985-86 biennial budget development instructions are on file for review. This planning process is healthy in that it fosters a participative and integrated approach, involving all operational areas of the College. A sequential overview of the entire budgeting process is presented below.

State Legislature
^
^
Wyoming Community College Commission
^
^
Board of Trustees
^
^
President
^
^
College Plan
^
^
Area Plans
^
^
Unit Plans

The Wyoming State Legislature is responsible for establishing the initial biennial budget authority level. This budget authority level may be adjusted by the Wyoming Community College Commission or the Legislature at any time during the biennium in order to respond to needs not previously addressed.

Even though the Legislature and the Wyoming Community College Commission may establish the overall budget level, the Board of Trustees actually establishes the budget for each year of the biennium. The College has the opportunity to establish locally-determined amounts in each College program and expense category. A copy of the 1983-84 annual budget document is on file for review. This document illustrates the depth of accounting and analysis provided for each year of the biennium.

To summarize, the College determines institutional priorities at the time of biennial budget submission as well as for each budget year of the biennium. Throughout the year the administrative team reviews the priorities of the institution and consensual recommendations are made regarding the allocation and expenditure of funds.

The College budget is separated into seven program areas: 1) General Administration, 2) Student Services, 3) Institutional and Instructional Support, 4) Instruction, 5) Plant and Operations, 6) Legal Reserve, and 7) Outreach. These categories are designated by state government and assist in maintaining some comparability of data among the seven Wyoming community colleges. General expense categories are Salaries, Benefits, Current Expense, and Capital. The College may shift expenses during the year between the four expense categories but may not reapportion monies among the seven programs without first holding a public hearing.

In order to obtain biennial budget funding for a new academic program, the College must first obtain approval for the program from the Wyoming Community College Commission. A Commission meeting to consider new programs is held prior to the beginning of a new biennial budget process. Approval by the Commission at that time does not, however, guarantee funding for the program since funding is ultimately determined by the Wyoming State Legislature.

To accomplish financial control, the current fund budget is separated into sixty-seven accounts, with each account supervised by the division chairman (or unit manager) and the appropriate Dean. Monthly financial statements are distributed by the Business Office, providing a detailed listing of expenditures by program, division, department, and expenditure code. The College uses a computerized accrual accounting system for the administration of the current fund budget. The Board of Trustees reviews and approves all bills on a monthly basis and is further provided a monthly financial statement on all College accounts which details expenditures, encumbrances outstanding, and balances.

All expenditures must be processed by purchase order or by claim form. The Business Office issues a purchase order after the expenditure is approved and the funds are verified. The College bidding policy, approved by the Board of Trustees, is then followed where necessary and appropriate. The College has a written policy which describes the process by which all expenditures are authorized and will include this information in future editions of the Faculty Handbook and the Classified Staff Handbook.

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF SUCCESS

CATEGORIES AND SOURCES OF FUNDS

Historically, the State of Wyoming has provided excellent funding support for the community colleges and higher education in general. The state is second only to Alaska in the amount of state appropriations provided per student and eighth in the percent amount of revenue spent on higher education. Wyoming is again second only to Alaska in the amount of appropriations granted to higher education per capita, as well as in the amount of increase granted for appropriations over a two-year period of time (comparative figures on file).

In recent years, the economy of the State of Wyoming has been healthy due to the influx of mineral severance proceeds into the state treasury, and this new revenue source has proved to be an asset to higher education financing in general. Also, the state has traditionally adopted a judicious and conservative fiscal policy which keeps state spending in control and directed toward the essential needs of the people of the State of Wyoming.

Northwest Community College has received sufficient funding in the past to accomplish its mission and goals and has fared well in comparison to the other six community colleges in the state. The College received the largest increase among the community colleges in supplemental budget authority over the original 1983-84 budget level (comparative figures on file). When related to full-time equivalent (FTE) enrollment, the College receives approximately the same percentage of total system budget authority as the College has of the total system enrollment, indicating a situation of adequacy, as well as economy.

A strength of the College is its diverse funding. By not relying on a single revenue source, the College can more effectively cope with the changing economy. The availability of statute-directed allocations of mineral severance proceeds has enhanced the financial flexibility of the institution, particularly in the plant and maintenance portion of the current fund budget.

The State of Wyoming is a late entrant into the nation's recession, and this fiscal year will be the first year of exigency faced by the state since the recession began. The Governor recently directed that all state appropriations for the 1983-84 year be reduced by four percent in order for the state to end the year with a balanced budget. Four percent was chosen because this is the amount typically remaining in the state's budget at the end of any year, and the Governor wishes to assure that this amount is left to cover the projected budget deficit.

The fact that the NWCC budget contains a smaller percentage of state appropriations than the average among the community colleges is a strength of the institution. The decreasing production of oil and gas by the district is, however, somewhat of a concern. The demand for, and corresponding price of, oil and gas is volatile and these uncertainties affect both the district valuation as well as the economy of the entire State of Wyoming. If the supply should be limited in the future and the price rises, secondary oil recovery will be more cost-effective for the older fields of the district, and as a consequence, the local tax base will grow and increase the local financial resources available to the College.

The current level of state support permits a low tuition rate for students, which makes education more accessible for the Wyoming resident. The College has not increased its tuition significantly since 1979-80, and tuition for 1983-84 was not increased over the 1982-83 year. All seven community colleges are charging approximately the same rate.

The College has significantly increased the amount of income generated by investments under the direction of the Business Manager. In spite of a declining interest rate since 1981-82, interest revenues have increased. The comparison in Table VII-11 indicates that we have made more investments in recent years, reflecting our increased sophistication of cash flow forecasting.

TABLE VII-11

INVESTMENT GROWTH

Year	# Investments	Average Interest Rate	Earnings
1979-80	N/A	N/A	$ 54,895
1980-81	N/A	N/A	51,918
1981-82	56	.14	146,592
1982-83	91	.085	177,699

The addition of these revenues has provided additional financial flexibility for the College and has enhanced its business reputation in the state.

Currently, the College has positive cash flow. The June 30, 1983, Annual Audit Report indicated the following balances of the major operating accounts:

Current Fund	$1,379,716
Agency Accounts	76,077
Capital Construction and Plant Fund Accounts	694,502
Auxiliary Enterprises and Student Activity Accounts	423,677
Federal Funds	20,892
Student Loan, Grant, and Scholarship Accounts	42,349

EXPENDITURE OF FUNDS

In order to assess the expenditure portion of the College's current fund budget, we conducted a comparative analysis of the budgets of the seven community colleges (Appendix VII-1). An analysis of the percentage of funding directed to the four major expense categories indicates that NWCC approximates the norm of the seven community colleges for the 1983-84 biennium, with a slightly smaller percentage devoted to salaries. In the previous biennium, the College did not have enough money for capital and a concentrated effort was made to upgrade the equipment in the instructional and plant areas. The percentage devoted to current expenses has risen due to increased utilities costs (as related to a rapidly expanding plant) as well as to additional one-time funding provided for a new telephone system. Increased expenditures for student scholarships has also affected this expense category. The percentage apportioned to fringe benefits rose in response to increases in health insurance costs.

We also examined expenditures by program area (Appendix VII-1). As a note of caution, we emphasize that there is not a system of comparability established among the seven community colleges, since each college configures its budget differently. The state does not determine what departments or expenditures are to be contained within a program area. As a result, there is considerable disparity among colleges. NWCC has made some shifts from the 1981-82 biennium (e.g., Assistant to President from program #3 to program #1, production printing from program #4 to program #3, custodial salaries from auxiliary to program #5). The analysis indicates that funding devoted to the instruction program approximates the average of the system. Funding of the student services program has grown primarily because of sizeable increases in student employment funding and grants and scholarships. The plant budget has increased significantly because of utility bikes, the new telephone system, the acquisition of a $150,000 bus, and the replacement equipment not obtained in the 1981-82 biennium.

When reviewing the cost per FTE, Northwest Community College ranks second highest in the system for the 1983-84 biennium (Table VII-12), indicating an adequate funding level and a somewhat above average cost per FTE.

TABLE VII-12

COST PER FULL-TIME EQUIVALENT STUDENT BY COLLEGE

CREDIT AND NONCREDIT USING ALL 4 SEMESTERS

College	Authority	Fall 1981-82	Spring 1981-82	Fall 1982-83	Spring 1982-83	Total FTE	Annual Cost Per FTE	Rank
Casper	$23,601,452	2,899	2,561	2,929	2,790	11,179	$4,222	4
Central	10,115,167	1,008	1,075	1,111	1,399	4,593	4,405	3
Eastern	6,951,189	1,021	990	920	1,086	4,017	3,461	7
LCCC	18,587,038	2,230	2,240	2,391	2,518	9,379	3,964	6
Northwest	12,923,386	1,318	1,272	1,477	1,582	5,649	4,575	2
Sheridan	9,563,607	1,157	1,234	1,199	1,220	4,810	3,977	5
Western	12,831,056	1,006	1,130	1,209	1,455	4,800	5,346	1
TOTAL/ AVERAGE	$94,572,895	10,639	10,502	11,236	12,050	44,427	$4,257	

A more accurate comparison can be made by relating the biennium budget authority to credit FTE. Several other colleges have large noncredit programs which cost less to administer and which distort the comparison. Table VII-13 shows that for credit FTE Northwest ranks fourth in the system with below average cost per FTE.

An advantage of the current system of control is that expenditures do not have to be rigidly contained within the four expense categories (salaries, benefits, current expense, capital) originally budgeted in each department as long as the total budget for the program area is not exceeded. This permits the College to respond to various financial needs with flexibility and versatility throughout the year.

TABLE VII-13

COST PER FTE FULL-TIME EQUIVALENT STUDENT BY COLLEGE

CREDIT ONLY USING ALL 4 SEMESTERS

	Biennium Authority	Fall 1981-82	Spring 1981-82	Fall 1982-83	Spring 1982-83	Total Credit FTE	Annual Cost Per FTE	Rank
Casper	$23,601,452	2,518	2,271	2,707	2,503	9,999	$4,721	6
Central	10,115,167	756	735	901	918	3,310	6,112	2
Eastern	6,951,189	720	799	658	710	2,887	4,816	5
LCCC	18,587,038	1,934	2,024	2,142	2,242	8,342	4,456	7
Northwest	12,923,386	1,233	1,173	1,363	1,384	5,153	5,107	4
Sheridan	9,563,607	889	910	958	988	3,745	5,107	3
Western	12,831,056	776	759	875	990	3,400	7,548	1
TOTAL/ AVERAGE	94,572,895	8,826	8,671	9,604	9,735	36,836	5,135	

The College has consistently emphasized the importance of student financial aid. Both the College and the student benefit when the student obtains assistance to attend the institution, and the College attracts scholarly students. College and student also benefit by the use of a student work force instead of employing more costly full-time employees.

Over the past three years, the employees at NWCC have received yearly increases of 16 percent, 9 percent, and 8.9 percent respectively. The beginning wage for a faculty member with a Master's degree has risen from $14,430 in 1981-82 to $17,666 in 1983-84 (22.4 percent increase). This wage compares to the seven community college system average of $17,903, with NWCC offering the third highest starting salary among the colleges. The community college Master's degree with no experience wage is, however, still below that of the starting public school teacher with a Bachelor's degree ($19,861 in Powell), and this is a concern as we continue to compete for high quality faculty.

The College has contributed 100 percent of the health, life and retirement program for all employees since 1979, and this is not done by all of the other community colleges. The College earnestly desires to continue this practice, but we fear that adequate funding for this purpose may be difficult to obtain in the future for three reasons: 1) the state provides only 24 percent funding for fringe benefits in the initial stages of budget development and the College must justify the need for 100 percent funding each biennium (NWCC now pays 25.3 percent for the fringe benefit package, 2) the state has not provided 100 percent funding for other state employees in the past except for those community colleges who gain approval, and 3) health premiums are rising significantly with no foreseen stabilization.

The College has placed highest priority on obtaining new staff, particularly faculty, and has been successful in obtaining thirteen new full-time positions in the past two years.

Campus square footage has risen by 29.1 percent over the past three years, and, as a result, the plant and operation budget has experienced increases, particularly for staff, supplies, equipment, and utilities.

The College has continuously upgraded the budget planning and control process in order to achieve the most efficient expenditure of funds. The Deans, Division Chairmen, and faculty and staff members have become involved in both processes, resulting in a realistic and relevant budget. The College received an official compliment from the Wyoming Community College Commission for the quality of the budget document presented for the last biennium.

PLANS FOR THE FUTURE

The State of Wyoming has provided a high level of support for higher education in the past. The future of the national and state economies is uncertain, but it is anticipated by the Governor that the economy of Wyoming will resume an upward trend sometime in the near future. Within the limits of resources available to the State of Wyoming, we anticipate that higher education will continue to be a strong contender for state resources. Projections at this time indicate that funding will be available in sufficient quantity to pursue successfully the mission of the College. We will need to analyze closely trends in oil and gas production, valuation, the nature of state funding, and other revenue sources in the future in order to develop budgets which are realistic, creative, and sufficient to finance the operation of the College.

The College intends to continue using the mineral severance proceeds in a wise fashion, as we have done in the past. This revenue source is extremely valuable in that it can serve as a buffer against any future economic exigencies created in the current fund.

The College will continue to promote the acquisition of new faculty positions when needed in order to respond properly to enrollment increases and to maintain the high quality of personalized instruction. The College will also continue to champion adequate salary increases for faculty and staff to meet the cost of inflation, to make meritorious salary awards, and to keep NWCC salaries competitive.

The funding of fringe benefits will need to be approached creatively if the 100 percent funding policy is to be continued. Alternatives will be developed when more information is available from the 1985-86 biennial budget process.

The College will need to continue funding increased acquisitions for the new library as well as replacement capital for the instruction and plant/maintenance program.

In the past, the Wyoming Community College Commission has authorized expenditure of adequate funds for utilities. Utility rates still appear to be on the rise for the future and we will need to make energy conservation efforts to keep the dollar allocation of this expense category as low as possible in spite of a greatly enlarged campus plant.

The Business Office plans to computerize more financial control statements in order to eliminate manual operations and to increase the availability of financial management information.

Increased enrollments are projected for the future. The College will need to examine closely each succeeding budget in order to make sure all priority items are addressed in the face of declining revenues. The more conservative approach to funding by the state will dictate a corresponding response in spending patterns of the College.

SUMMARY

Historically, the College has received sufficient financing to support its educational mission. The state's economy is not as strong as a year ago, but the Governor anticipates an upturn in the economy in the future. To a great extent, the national and global oil economy will determine what happens in the State of Wyoming.

The diversity of funding for the current fund budget and our relatively low reliance on state appropriations are assets to the College. Mineral severance proceeds are provided from the state by statutory formula, which gives us flexibility in capital construction, remodeling, renovation, and repair.

Tuition is reasonably priced, which helps make higher education more accessible to the resident of Wyoming. We will continue to emphasize low tuition in the future.

Northwest Community College has received favorable consideration from the Community College Commission on budget ceiling increases in the past, and has a budget, which when related to FTE and type of expense, is comparable with the other six community colleges.

Our budget planning is thorough, participative, and well documented. Regular reports are generated by all financial units to assist in decision-making and to assure that resources are expended wisely. A certified audit is conducted each year, and the results reviewed by the Board of Trustees, the Community College Commission, and the Wyoming State Examiner's Office.

CHAPTER VIII

PHYSICAL FACILITIES

INTRODUCTION

This chapter provides information concerning the physical facilities of Northwest Community College; included is a detailed listing and history of all present buildings as well as future plans to expand and upgrade the physical plant.

DESCRIPTION

The Northwest Community College campus is located in Powell, a city of 5,310 in Northwest Wyoming. The terrain of the campus is level, matching that of the agricultural land which surrounds the entire city. Two city streets run east-west through the campus with two main city arteries bordering the east and west ends of NWCC property. Campus construction in recent years has proceeded to the north of Seventh Street with all College-owned land now dedicated to a particular purpose.

The College currently has a total of thirty-one buildings. The main campus plant consists of twenty-three separate buildings located on ninety-five acres of land with a general orientation of south to north. In addition, the College has eight other separate facilities not contained within the confines of the main campus. These buildings are as follows:

1) Equestrian Studies Center. Two buildings located at the northwest corner of the NWCC Foundation land parcel. The land for the center was purchased from the Foundation by the College and is only .6 mile from the center of campus. The Foundation still owns 25.6 acres adjacent to the main

campus.

2) Agriculture Pavilion. A metal building located on the Elk Basin Highway 1.5 miles from the center of the main campus. This facility was financed and constructed by the NWCC Foundation and ownership was transferred to the College in 1983. The site of the Pavilion was obtained on a long-term lease from the University of Wyoming and is contiguous to the U.W. Experimental Research Station.

3) Field Station. Five separate buildings located 50 miles from campus on the Sunlight Basin road leading from Highway 120 to Cooke City, Montana. This facility is nestled in mountainous terrain 2.5 miles from the Dead Indian Pass summit, one of the most gorgeous scenic views in the State of Wyoming. The initial plot of land (13.39 acres) was purchased by the NWCC Foundation with 3.93 acres later added by a 50/50 match between the NWCC Foundation and the Wyoming Recreation Commission. The Wyoming Recreation Commission also provided 40.4% of the cost of construction for the four cabins, lodge, and the water system. Because this project was partially financed by public funds, the Field Station is considered to be a state public facility. Therefore, utilization of the Field Station by the general public, in addition to College-sponsored activity, is encouraged.

The College's thirty-one buildings total 478,369 square feet with fourteen facilities used primarily for instructional purposes. Two other buildings, the Student Center and Colter Hall, have a portion of their square footage devoted to instructional programs. Ten separate buildings are designated as student housing on the main campus, thus indicating the residential nature of the College. The campus plant is relatively new with the two oldest buildings, the Administration/Classroom Building, and the Trapper Gymnasium, constructed in 1956. Appendix VIII-1 provides a summary chart of the NWCC physical plant, indicating years of construction, additions and remodeling as well as total square footage and source of funding.

The College campus has experienced dramatic growth in facilities during the past three years due to the availability of funding from three sources to meet campus facility requirements. These three sources are 1) the NWCC Foundation, 2) low-interest loans, and 3) mineral proceeds from the State of Wyoming. The original construction of all revenue-producing facilities (the residence halls and the Student Center) was financed by revenue pledges associated with either bonds or low interest loans. The State of Wyoming Farm Loan Board provided the loans for the two newest residence halls, Cody Hall and Ashley Hall. Mineral proceeds have been statutorily directed to the community colleges by the State of Wyoming. These proceeds have been in the form of: 1) State Mineral Severance Taxes, 2) Federal Mineral

Royalty Grants, and 3) Federal Mineral Royalty Bond Issue Proceeds. For a summary of funds received since the colleges were declared recipients of these funds, see Table VII-8.

In addition to constructing the Library/Greenhouse and Welding Technology Laboratory, the federal mineral royalty bond proceeds were used to construct the additions to the Liberal Arts Building and the Student Center and to finance the remodeling of the former library building into the Social Science Building.

In addition to the major building remodeling projects noted in Appendix VIII-1, the College has performed a number of minor remodeling and renovation projects designed to use the space better and to meet various program needs. Remodeling and renovation projects completed in the past three years are noted in Table VIII-1.

TABLE VIII-1

RENOVATION PROJECTS, 1980-1983

1. Geology Lab
2. Placement/Career Counseling Area
3. Cafeteria/Dining Room
4. Art Gallery
5. Journalism Department Darkroom
6. Photography Department Studio
7. Home Economics Expansion
8. Agriculture Laboratory
9. Chemistry Laboratory
10. Student Accounts/Housing Office
11. Tutoring Room for Learning Skills Center
12. Faculty Offices for New Personnel

The College has also added a number of support facilities to respond to the increased campus population. A full listing of these support facilities is contained in Appendix VIII-2. The Cody Hall parking lot was constructed in 1982 with the Ashley Hall parking lot scheduled for completion sometime during the 1983-84 school year. These two lots will provide parking for the residents of the two new residence halls. A new recreation field complex is projected to be completed in the fall of this year.

In terms of future capital construction, it is certain that activity will not be at the same level as experienced in the past three years. The number of available residence hall beds appears to be adequate for five years or more. There are academic facility needs yet unmet, but availability and feasibility of funding will be the controlling factors in any further growth. The campus master plan calls for consideration of the major projects listed in Table VIII-2. At the current time, the College Administration, the Board of Trustees, and the NWCC Long-Range Planning Committee are reviewing future facilities needs of the campus, and we anticipate completing a revised master plan prior to May of 1984. The College planning process already in place will be used to identify and recommend future facility needs for possible inclusion in the campus master plan.

TABLE VIII-2

IDENTIFIABLE FACILITY NEEDS OF NWCC
(Not in Order of Priority)

Science/Classroom Building
Farrier Science Addition
Swimming Pool
Fine Arts Complex (Auditorium Included)
Division Street/10th Street Improvements
Computer Laboratory Remodeling
Agriculture Mechanics Laboratory Renovation
Administrative/Faculty Office Space

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF EFFECTIVENESS

The physical facilities of the NWCC campus are of high quality, both in terms of function and state of repair, and are a major resource and strength of the entire College. With the assistance of the College architect, the campus has been well designed and attractively landscaped. The Board of Trustees has been supportive yet judicious in the expansion of College facilities to meet enrollment and program needs. As evidenced by past projects, the College possesses an effective remodeling and renovation program designed to improve building efficiency, extend the life of campus facilities, and provide for a more effective academic effort. In the self-study, both faculty and staff were positive concerning the way the College meets facility needs. Since 1980, the College has added 138,038 square feet of new space to the total campus plant for a 40.4 percent increase.

Instructional and academic space has been greatly enhanced by the addition of the Welding Technology Laboratory, the Library/Greenhouse, the Field Station, the Music Instrumental Addition, the Drama Rehearsal and Dance Addition, the Agriculture Pavilion, the remodeling of the Home Economics Building, and the remodeling of the old Library into the Social Sciences/Classroom Building. These projects account for 60,854 square feet or 44.1 percent of the space increase. Each of these projects fulfills a particular function which could not be addressed previously. A brief summary of what each project accomplished is provided below:

Welding Technology	Strengthens an already successful occupational program.
	Promotes safe working and teaching conditions.
	Frees old welding lab for Agriculture Mechanics.
Library/Greenhouse	Promotes the library as the academic center of the campus.
	Provides space to increase library acquisitions.
	Provides study space for students.
	Permits the implementation of a Horticulture program at NWCC.
	Frees old library for general purpose classrooms and faculty offices.
	Provides a gathering place for cultural events.
Field Station	Provides location for field trips, and off-campus education which takes advantage of the environment, e.g., Biology, Botany, Geology, Art and Music workshops.
	Provides retreat location for public groups/organizations.
Agriculture Pavilion	Strengthens Agriculture program by providing laboratory experience with animals.

Music Instrumental Room	Furnishes space for band, Northwest Singers, and ensembles.
	Frees current room for choir and orchestra.
	Provides two needed practice rooms.
Drama Rehearsal	Frees stage for additional College/public programs.
	Increases shop and storage space.
	Provides dressing rooms not previously available.
	Provides area for dance classes.
Home Economics Remodeling	Allows single-use space for home economics.
	Provides a classroom in the building.
Social Sciences	Provides six general purpose classrooms, three seminar rooms, and seven faculty offices.
	Strengthens audio visual capability.

Several existing high-use areas have been made more versatile and effective. Examples include a new sound and light system complete with separate monitoring booths for the R.A. Nelson Auditorium, as well as a ceiling insulation and acoustical treatment for the Trapper Gymnasium, permitting dances and other such activities to be scheduled in this facility.

Space is greatly needed for the storage of equipment, supplies, records, and files. To alleviate this shortage, the College will be constructing a 5,350 square foot addition to the maintenance building in Fall, 1983. This additional space will also allow the existing maintenance building to serve as a work area for the Maintenance Mechanics in a departmentalized fashion.

The diversity and availability of funding for capital construction projects is a major strength. The infusion of mineral proceeds into the College construction account has allowed us to meet needs which, in all likelihood, could have not been met in any other way. The College has enjoyed success with the Farm Loan Board in obtaining low interest loans for housing. The Farm Loan Board consists of the top five elected officials of the State of Wyoming (Governor, Secretary of State, State Treasurer, State Superintendent of Public Instruction, and State Auditor). The NWCC Foundation has contributed substantially to the capital construction program and has conclusively demonstrated its willingness to support the College's building priorities.

The Community College District has been supportive of general obligation bond issues in the past. The rapid expansion of the campus plant due to the recent availability of funds has stimulated some community discussion about campus growth. Public comment thus far has been positive (see Appendix VIII-3 for Powell Tribune editorial). Cooperative funding has been secured for several projects, further illustrating the level of support for NWCC capital construction. The most notable examples include:

Recreation Field Complex....	Obtained $30,000 from Park County Recreation Board.
Seventh Street Improvement..	Obtained $115,498 in discretionary funds from Wyoming Community College Commission.
	City of Powell paid for all paving ($45,000).
	Shoshone Irrigation District paid for underground pipe work ($10,000).
Social Science Remodeling...	Obtained $98,400 in discretionary funds from Wyoming Community College Commission.
Home Economics Remodeling...	Obtained $5,000 in discretionary funds from Wyoming Community College Commission.
Field Station...............	Obtained $263,850 from Wyoming Recreation Commission for buildings as well as water system.

All faculty have offices with only part-time faculty sharing space. If the College continues to grow at the rate it has experienced in the last four years, there will be a need for more new office space.

NWCC athletic facilities are of high quality and heavily utilized for intramurals and physical education classes in addition to varsity athletics. The Cabre Gymnasium is one of the finest gymnasiums in the state and, because of this, has been used for Boys and Girls Class C Regional Tournaments for the past three years. The gymnasium is also equipped with a good sound system and, as a result, has been used to host banquets and large events for the community and state, such as Girls' State, the Job's Daughters State Convention, the FHA State Convention, and the Shoshone Rock Show, among others. The presence of a second gymnasium permits the College to host and hold programs, events, and classes not possible if only one gym were present. The community utilizes the Trapper Gymnasium extensively for classes in weight training, aerobics, and jazzworks, as well as for social recreation, elections, and many other purposes.

The remodeling of the cafeteria and the addition of a new wing on the Student Center for the Bookstore and expanded dining space will greatly enhance the Food Service program, the Continuing Education program, and the Bookstore operation.

As can be seen by the list of capital construction projects considered for future development, there is a need for upgraded and expanded science facilities, a swimming pool, and a larger auditorium. The science facilities now are housed in the Administration/Classroom Building (the oldest building on campus) and a space squeeze involving the sciences is already upon us. The College has experienced some scheduling difficulty with the School District in the use of their pool for physical education classes and is investigating the possibility of a campus pool to be available for classes, recreation, and general community use. The R. A. Nelson Auditorium seats only 500 students but has been adequate for most events on campus. With campus enrollment growing significantly, however, it is becoming less and less adequate in size and there is an expressed interest in constructing another auditorium connected to the existing Liberal Arts building, along with other Fine Arts supporting space.

Other primary academic space needs center around the continued strengthening of the Agriculture program (Ag Mechanics Lab renovation), increased enrollment (general purpose classrooms), and the rapidly increasing interests in Computer Science and information technology (computer lab remodeling).

The NWCC Foundation and the College have shown foresight in securing additional land for campus expansion. The Foundation acreage adjacent to the campus is suited for future campus facility development. Therefore, the College is not landlocked and possesses a great deal of flexibility in future planning. The NWCC Long-Range Planning Committee is investigating further land acquisition in order to plan effectively for the future of the College.

Maintenance and care of the physical facilities is excellent. The maintenance staff is quite small for a college this size (one carpenter, one plumber, one electrician/locksmith, one heating and ventilating mechanic, and two part-time mechanics), but this staff is highly motivated and efficient. Last year 2,194 work orders were completed by these individuals (a 42 percent increase over the past two years), thus demonstrating their high level of productivity. Furthermore, this number does not address the hours spent by staff in preventative maintenance, working with independent contractors who periodically conduct work on campus, and special remodeling/renovation projects not placed on work orders. The custodial and grounds effort is excellent and the campus appearance affirms this fact. Custodial productivity is high as verified by the fact that twelve custodians serve 393,220 square feet or 32,768 square feet each (the average in higher education facilities is 25,000 square feet). To achieve the appearance it desires, the College employs a large number of student employees rather than committing funds to additional full-time employees. This policy has proved beneficial both to the College and to the student. The former bus driver position was changed to bus driver/mechanic and we have effected considerable savings in vehicle repairs due to this organizational change. The budget for maintenance is sufficient to permit quality care and upgrading of facilities and equipment when required.

The quality of discipline and supervision in the residence halls is excellent, and this style of operation contributes greatly to the outstanding condition of the halls and to the lowering of maintenance costs.

The vehicle fleet has been upgraded in quality and size in the last five years, with more attention being directed toward purchasing economy-producing vehicles. There has been a systematic program of vehicle replacement and preventative maintenance, leading to higher trade-in values, better gas mileage, fewer repairs, and more efficient sizing of vehicles.

The current campus phone system is inadequate in terms of size and capability for remote computer terminal access. The College, however, just received funding for a new Dimension 2000 System and installation completion is projected for January 1, 1984.

The campus is characterized by an optimal utilization of space. It is certain that future expansion of administrative staff will dictate that more new space be made available, since current office space is slightly crowded. Existing administrative space will likely be adequate until a new science building is built. At that time, the vacated science space in the Administration Building could be dedicated to general purpose classrooms, administrative office space, and faculty offices.

The Social Science remodeling has temporarily stemmed the increasing need for general purpose classrooms. Even with this new space, few open classrooms will exist on campus this fall (report on file). Projected expansion of the computer lab and Placement

Office will take two general classrooms in 1984, placing even more pressure on classroom availability. To assist in alleviating the general purpose classroom shortage, the College has been scheduling more classes on Tuesday and Thursday and has used early morning, late afternoon, and noon class slots more frequently. If enrollment continues to increase, a need will arise for additional general purpose classrooms.

PLANS FOR THE FUTURE

The Administrative Services Office is working to computerize the various physical plant record keeping processes such as work order scheduling, preventative maintenance, maintenance cost analysis, energy statistics, and project scheduling. The addition of an IBM Personal Computer this fall should provide the means to implement this objective.

The College has emphasized energy conservation in the budgeting request process and has obtained funding for several projects, such as the addition of a vestibule to the Administration/Science Building. Continued effort will be made to implement awareness programs as well as to promote energy refit and retrofit projects.

A high priority for the future will be the implementation of a preventative maintenance program, with the information being processed and driven by computer.

The College will generate internal planning pertinent to the science/classroom building, swimming pool, and fine arts complex in cooperation with the NWCC Long-Range Planning Committee. The Long-Range Planning Committee will specifically advise the Board of Trustees concerning future land acquisition. The Computer Laboratory remodeling project is included in the the 1985-86 biennium budget request. The College will also seek funding for the continued surfacing and sealing of campus parking lots.

SUMMARY

The physical plant at NWCC contains thirty-one separate buildings situated on a ninety-five acre campus (including NWCC Foundation land), with eight of these buildings placed on sites remote to the central campus location. The campus plant has experienced significant growth in campus square footage in recent years due to the influx of mineral revenues and the addition of revenue-producing structures. Land exists for future campus expansion. Internal planning is in effect for a number of minor remodeling/renovation projects as well as for a few key academic facilities. Historically, adequate funding has been provided to maintain the campus physical plant. Computerization of physical plant functions is expected to increase efficiency and effectiveness.

Space utilization is at optimal levels. Future enrollment growth will require additional faculty offices and general purpose classrooms. Remodeling/renovation efforts have increased the utility and effectiveness of existing campus space, particularly in the academic area. Campus buildings and grounds are in excellent condition and custodian/maintenance staff productivity is high.

CHAPTER IX

COMMUNITY RESOURCES AND SERVICES

INTRODUCTION

Northwest Community College interacts closely with its community. It draws resources from the community and returns services to the community. Every segment of the College becomes involved in this exchange in one way or another.

DESCRIPTION

The people of the College district and service area contribute significant resources to the College. The property owners of the College district pay a four mill levy in support of the College. Every public school district in the service area provides free classroom space for College use, and in some cases programs are jointly funded by the College and the school district. In addition, facilities are made available to the College by public libraries, art centers, senior citizen centers, business .firms, American Legion Auxiliaries, hospitals, law enforcement agencies, and others. The College further makes excellent use of community resources for part-time instructors, guest lecturers, and workshop leaders. Field trips, some hosted, are also taken in the area. NWCC students interested in teaching are placed in area schools for an internship experience. The Cooperative Education program calls upon the community to offer opportunities for on-the-job learning experiences. Other examples exist, not the least of which is the willingness of the community to contribute money to support student scholarships, athletics, the Northwest Civic Orchestra and Chorus, and other such activities and programs.

The College draws on community expertise in appointing the General Occupational Education Committee, as well as advisory boards for Agricultureand Equestrian Studies. Members from the community also constitute the majority on the Board of Directors of the Northwest

Civic Orchestra and Chorus.

The College serves the community in a number of ways. Our primary function, of course, is to provide credit classes to youth and adults in the College District and service area, as well as to other individuals from within and without Wyoming who come to the College to pursue higher education. The College also works with local school districts in the service area to provide noncredit courses which address themselves to various interests. Workshops and seminars relating to the vocational interests of service area residents (e.g., microcomputers for farmers) are growing in number and importance.

Art gallery showings, musical and dramatic performances, and other public programs are an important aspect of the College both for the campus and the community. The campus itself is a community resource. Between 25,000 and 30,000 persons attended organized programs on campus during the 1982-83 fiscal year (summary on file). Other individuals and groups used the racquetball courts, the gymnasiums, and the library. The newly opened NWCC Field Station at Dead Indian Pass, some fifty miles from campus, is available for public group use at low cost. Finally, individuals have been directly assisted by Medical Laboratory Technican program services (Appendix IX-1).

The College also supports public school programs in the region by holding various kinds of competitions on campus. Among these are Agricultural Judging, the Welding Contest, the Business Skills Contest, Graphic Arts Workshops, the Public School Music Festival, the High School Forensics Meet, the Writing Festival, the Foreign Language Festival, the Mathematics Contest, and History Day. These activities document the attitude of service to the community which prevails at Northwest. College and public school faculty join to provide worthwhile programs for students. This illustrates further the close working relationships which exist.

The College Relations Office, headed by the Assistant to the President for College Relations, plays a vital role in promoting the College's mission by facilitating positive community relations. The Office, directly responsible to the President, projects the College's image to its constituencies and interprets public opinion. It provides college students, faculty, administration and staff with a variety of "in-house" services which help serve the information needs of the College's various publics. Services provided include news and photography releases, advertising, brochures, academic catalog printing coordination, an alumni newsletter, and a calendar of events.

On a college campus with hundreds of people working, thinking, creating, traveling and sponsoring seminars, workshops and student contests, many newsworthy events take place. News releases are the most cost effective way of making residents of area communities aware of NWCC. The College Relations Office prepares and places all college-wide and divisional advertising. This office also publishes a semiannual alumni newsletter, the Northwest Alumni News, as an informational piece for the College's 3,300 alumni. A monthly calendar of events is mailed to approximately 350 locations and individuals in the College's service area. The calendar announces all campus events which are open to the public.

As a means to further community involvement, the Assistant to the President for College Relations has been directly involved with the College's Public Programs Committee, which brings a variety of free public programs to the campus. The College's dedication to good community relations is further demonstrated by the presence of the Assistant to the President at meetings of area chambers of commerce, service clubs, and other organizations.

Faculty, staff, and students are also members of their community. Many are involved in church and civic activities and therefore have extensive contacts outside the College setting with community members. These contacts help College faculty and staff to know the community's needs.

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF EFFECTIVENESS

The relationship of the College and its community is very good. Our interchange of resources is healthy and fruitful. One strength has been our ability to find as many well-qualified part-time faculty in our service area as we do, although, as has been mentioned in Chapter III, we are not always able to find fully credentialed people to teach every course needed. The College offers a large number of public programs in Powell, but few elsewhere. In recognition of the responsibility of the College to serve residents of the entire tax-paying district, the College goals now reflect that commitment, and plans are being made to meet this goal. As a result of Northwest's attitude toward the public, College facilities seldom stand idle. At times, we are concerned about priority use of facilities, but to this point no major difficulties have arisen. Until recently, the College simply provided services without documenting community use. Our documentation process has improved, but efforts to simplify record-keeping will continue.

As evidence of effectiveness, the College can point to the ways community resources are employed. The Northwest Civic Orchestra and Chorus and its Board of Directors are examples of public contribution to the welfare of the community through the College. That nearly 30,000 people (many repeats, certainly) should call upon

Northwest for one kind of service or another in a calendar year is remarkable in a community of 5,300 persons. Part-time and full-time registration figures further support the proposition that the College serves its community. The scrapbook of local newspaper articles maintained in the Dean of Instruction's office suggests the College's good image in Powell.

A complete file of articles clipped from newspapers around the state also documents the fact that a great deal of information about the College is available to community and state residents on a regular basis. The increase in production of news and feature releases during the last six years has resulted in 60 percent more articles being published about the College. News releases have also led to media managers' solicitation of College news on their own and, in some cases, prompted positive editorial comment. The question of whether or not the College Relations Office's limited staff can continue to produce at current levels as the College grows is of concern.

The alumni newsletter has generated good response in the first few years of its existence, evidenced by a large number of returned news items for the newsletter, changes of address and Distinguished Alumni nomination responses. The alumni newsletter also receives positive letters to the editor from alumni. Alumni seem to want more and more in the way of services. A present concern is how best to provide those services from a fledgling alumni operation which, to date, has only included the publishing of a newsletter. Also, researching and maintaining current alumni addresses has been a time consuming process.

An informal survey taken after the first year of publishing the monthly calendar of events showed residents of the service area are pleased to receive this information and want to see it continued.

The College Relations Office hopes to raise the general level of consciousness at the College concerning the importance to good community relations of publicity and promotional work.

PLANS FOR THE FUTURE

The College will continue to seek resources from its district and service area and will endeavor to return them in kind. Plans are underway to seek additional resource persons for the towns of Burlington, Meeteetse, Greybull, and Ten Sleep. The needs assessment of the College service area will be continued and expanded in so far as time and personnel permit, and the College will act to address specific needs. Most importantly, the College will provide expanded services to

Cody and Meeteetse. A civic orchestra concert has been scheduled for Cody in the fall, and discussions are being held to bring additional musical, dramatic, and athletic events to these towns in accordance with the College's statement of mission and goals.

The College Relations Office will continue to play a leading role in serving the informational needs of the community through print, radio, and television contacts. It will also work closely with the Student Personnel Office and the Development Director in proceeding with the establishment of a bona fide alumni association. As a first step, the Office has informed alumni of plans to increase services and is considering increasing the size of the Northwest Alumni News.

SUMMARY

Resources are shared by the College and its community. The College/community relationship is strong throughout the service area, particularly as it relates to credit and noncredit classes. Beyond the instructional relationship, resources exchanged between College and community in Powell are numerous, but less so elsewhere in the district. Major efforts will be made to extend noninstructional programming to the remainder of the district. The College Relations Office performs a vital role in fostering the positive relationship the College now enjoys with the community. Its personnel provide a variety of in-house and public services which keep residents informed of the people, programs, services, and events offered by the College.

CHAPTER X

INSTITUTIONAL DYNAMICS

INTRODUCTION

The institution functions only as well as its several components function together. This section addresses the Board of Trustees, the President and his chief administrators, the Faculty Organization as it relates to the College administration, the College committee structure, and the major interactions which occur between these bodies. The planning of the institution will also be reviewed.

DESCRIPTION

The chief governing body of Northwest Community College is the Board of Trustees. The Board consists of seven elected members. Traditionally, three members have been from the Powell area, three from the Cody area, and one from the Meeteetse area, thereby representing the entire tax-paying district. The Board has wide powers with regard to budget and institutional governance. The Community College Commission has new program approval authority and recommends a budget level to the Governor, but it is the local Board which finally allocates the total resources available to the College.

The Board of Trustees hires a College President to administer the institution. It is the President's responsibility to hire staff and faculty and organize the College in a manner which promotes the attainment of the College's goals. The Board has a clear perception of the difference between policy-making and administration.

The College President works with three Deans to assure the effective operation of the major areas of College endeavor:

instruction, student services, and administrative services. Weekly meetings with these Deans and the Dean of Continuing Education are held to promote effective communication and decision-making.

The Faculty Organization includes in its membership all individuals on full-time faculty contract. It interacts with the administration primarily in two areas: 1) salary discussions and 2) Faculty Handbook development and revision. Policies relating to faculty status are a particular concern of the Faculty Organization.

The College committee structure is set forth in the Faculty Handbook. The operative concept is one of bringing together faculty, administrators and students to strive toward recommendations which provide for the well-being of the College. Many committees have divisional representation of faculty, which promotes cross-disciplinary understanding. Since the inauguration of the current committee structure in the Fall of 1979, the pressing business of the College has been addressed effectively.

The President's Advisory Committee stands at the head of the College planning and budgeting process. Major planning is accomplished every two years to coincide with the development of the biennial budget proposal. Planning begins at the grass roots with the instructional divisions and ends with the Board of Trustees. Each College area, instruction, student services, and administrative services, develops an area plan. The area plans are then brought together in a College plan which is reviewed and approved by the Board of Trustees. The Planning and Budgeting Guidelines, the Area Plans, and the College Plan are on file for review. In addition, the Board has appointed a long-range planning committee made up of Board members and other friends of the College to assist the College and the Board in planning for the more distant future (committee membership on file).

ASSESSMENT OF STRENGTHS, CONCERNS, AND EVIDENCE OF EFFECTIVENESS

A foremost strength of the institution is the dedication of the Board of Trustees and the close rapport between the Board and the President. Several two-year institutions in our region have experienced tense relations between the Board and the President (as did Northwest in the mid-sixties) to the detriment of their institutions. This is not the case at Northwest where the working relationship of the Board and President has facilitated growth in quality and in numbers at the institution. Local control has allowed the College to chart its destiny in accordance with the wishes of its constituents.

The participatory governance structure is another strength. Communication occurs among faculty, administration and students, and this in turn engenders the sense of community which serves as the foundation for pursuit of the College's mission, goals, and objectives.

The existence of an up-to-date Faculty Handbook and the nonadversarial approach to developing and revising this handbook is a major strength. Time is saved and difficult situations avoided by reference to the Handbook. The Faculty Handbook has recently been supplemented by a faculty information section which, though not contractual, again improves everyone's understanding of operative circumstances.

The President and the four Deans have established relationships of mutual support which contribute greatly to the pursuit of the College mission. The faculty support the administration, and the administration does all it can to obtain the resources necessary for a strong and growing College.

Perhaps the major concern is that the demands of our participatory governance system weigh heavily, perhaps too heavily, on many faculty and administrators. Often faculty members who are most effective in committee assignments find themselves called upon repeatedly for such administrative work, while others are passed over. There is also concern regarding the function and role of the Instruction Committee and the President's Advisory Committee. Although the President and Deans were evaluated in effect through the agency of the self-study, the self-study also identified faculty interest in establishing a formal assessment of administrative performance. It was recommended that the instrument employed for this assessment be positive in intent and nature.

The institution is functioning well under the organizational arrangements in place. The business of the College is being addressed and decisions are being made. This is the consensus of the self-study input on the subject, and given the nature of the process under evaluation, this serves as strong evidence of effectiveness.

PLANS FOR THE FUTURE

The College committee structure will be reviewed during the 1984-85 academic year. It will have been in place for approximately five years by that time, and we should be in a position to develop a well-reasoned assessment of the structure itself as well as the burden placed on faculty and administration in staffing its committees. We will continue to consider an administrative evaluation system until such time as an instrument for evaluation is adopted or the proposal is determined impractical.

SUMMARY

The dynamics of the institution are harmonious. Necessary resources for a strong and growing College are being secured, and the Board, administration, faculty and students generally enjoy relationships of mutual support.

CHAPTER XI

SUMMARY ASSESSMENT

INTRODUCTION

The College has conducted a thorough self-study. As the results presented in this document have shown, Northwest Community College has met the four Evaluative Criteria for Accreditation. The following is a summary of the ways the College fulfills each criterion.

DESCRIPTION AND ASSESSMENT

Criterion One: Northwest Community College has clear and publicly stated purposes, consistent with its mission and appropriate to a post-secondary educational institution.

The Self-study Steering Committee conducted a thorough review of the College's mission and goals. This process began with a survey of pertinent state and local statutes and regulations for the purpose of determining whether any aspect of the College mission is mandated by external authority. The mission and goals statements, as revised and adopted, are consistent with the provisions of these laws and regulations.

Our mission and goals are appropriate to a post-secondary education. They express the high purposes of learning and the principles of service which are suitable to a community-based institution of higher education. Offerings of the College, whether for credit or noncredit, are under the control of the faculty and administration in accordance with established procedure.

The mission and goals statements appear in the College Catalog. Board of Trustees members, administrators, faculty and full-time students receive copies of the Catalog. The mission and goals statements do not appear in the Student and Housing Handbook or in the College view book used in the recruiting and admissions process. It seems most appropriate that the statements appear in the document of most widespread interest, the College Catalog, but consideration will be given to adding these statements to other College publications. Nonetheless, all official documents issued by the College are consistent with the statements of mission and goals.

In the course of reviewing and revising the mission and goals statements, the Steering Committee developed objectives for each goal and evidence of success in achieving these objectives (Appendix II-2). This process revealed the close connection between the day-to-day concerns of the College and its mission and goals. We have decided that the first step of future biennial planning and budgeting processes will be a review of the mission, goals, and objectives. This should help the College avoid any dichotomy between theory and practice. If the actual goals or, more likely, the actual objectives of the College should change, the formal statements will be changed. For the most part, the mission, goals, and objectives will serve to keep the entire college community on course.

The mission and goals statements of Northwest Community College are accurate reflections of the principles which dictate day-to-day operations. The comprehensive review of mission and goals which occurred was exceptionally beneficial in that it allowed the College community to reassess the foundation of its efforts. The efficacy of the mission and goals from the standpoint of students is assessed in the annual Student Follow-up Surveys. The mission and goals statements will continue to serve as living guides to future action as part of the on going College planning process.

Criterion Two: Northwest Community College has effectively organized adequate human, financial, and physical resources into educational and other programs to accomplish its purposes. These resources include Governance and Administration, Human Resources Financial Resources, and Physical Resources.

Goverance and Administration. The College is governed by its elected Board of Trustees. The system of electing three Powell, three Cody, and one Meeteetse members of the Board has been in place since the expansion of the district in 1968. The Board of Trustees appoints a President as Chief Executive Officer. The President establishes the administration of the College and interacts with the Community College Commission and the Wyoming Legislature, sometimes calling upon other members of the College community to support his efforts in this regard.

In the past fifteen years the Board of Trustees has established a foundation of stability upon which the College has grown and prospered. The Board understands well the difference between policy-making and administration and has given the President the freedom he requires to administer and lead the College. This system of governance, with the Board fully involved in the identification of mission and goals, has allowed for an appropriate interaction of creativity and control in the growth and development of the College.

The College's administrative structure further supports the pursuit of our mission and goals. The President appoints three Deans for administrative services, instruction, and student services. A fourth Dean, the Dean of Continuing Education, reports to the Dean of Instruction in order to assure a unified approach to the instructional mission, and sits with the other Deans in their coordinative consultations with the President. Prior to the Fall of 1979, the position of Dean of Instruction did not exist. Duties of instructional administration were carried out by the President, other administrators, and the division chairmen. Since the appointment of a Dean of Instruction, the instructional administrative function has been unified under that office.

The College committee structure described in this report has been working effectively. Faculty, administration, and students have been involved together in studying and recommending solutions to problems and opportunities confronting the College. The current committee structure has been in effect since the end of 1979 and will be evaluated during the 1984-85 academic year. The highly participatory nature of the current committee system results in heavy demands on faculty, in some cases diverting time from classroom responsibilities.

These governance and administrative arrangements promote the accomplishment of the College mission and goals. The commitment to the value of higher education and to the benefits of community expressed in our mission and goals statements is also evident in the deliberations of the Board, the administration, and the College committees.

Human Resources. Northwest Community College benefits from faculty, administration, and students who bring varied backgrounds to the College. Only twenty of seventy-three faculty, or 27 percent, have their most recent degrees or degree programs in progress from the University of Wyoming. Administrators offer a similar variety of backgrounds. Members of the Board of Trustees come from all walks of life. Somewhat over 50 percent of students come from the Big Horn Basin. Another quarter of the student body comes from elsewhere in Wyoming, and another quarter comes from southern Montana and across the country. This mixture of backgrounds in itself provides an educational experience as we learn from others who have different experiences from our own.

The Northwest community operates under the philosophy that everyone associated with the College contributes to its welfare regardless of particular function and deserves to be treated with respect. This applies to faculty, Board members, secretaries, students, officers of the administration, grounds keepers, custodians, and others.

Employees are well-qualified by education or experience for their positions. Over 90 percent of faculty, for example, have completed Master's degrees. This is the highest proportion of Master's degrees or beyond for any community college faculty in Wyoming. Generally speaking, the educational credentials of new faculty have increased at Northwest in the past several years.

Policies and procedures affecting College human resources are found in the _College Catalog_, the _Faculty Handbook_, the _Student and Housing Handbook_, the _Continuing Education Guideline Booklet_, and the _Classified Staff Handbook_. Procedures for appeal of adverse decisions are indicated in these publications.

The human resources of the College are the major factor in the successful pursuit of our mission and goals.

Financial Resources. The College is funded through a combination of local and state resources. Local resources consist of a four mill levy on property in the College District, proceeds from automobile license fees, student tuition, and the proceeds of certain College investments. Residence hall and Student Center expenses are met through student fees and revenue from auxiliary services, with some support from the general fund. Local resources currently cover slightly over half of the College's approved budget level, with state funding making up for the remainder.

Budgeting procedures involve all three areas of the College and extend to the units which compose each area. This results in a better understanding of financial circumstances and a shared commitment to financial responsibility.

Until the present, the combined resources of the locality and state have provided a strong financial base for the College. Growth in resources for the near future will be limited, since a significant proportion of the county's and the state's wealth comes from oil production. Long-term prospects, however, remain good. The resources available to the College thus far have been more than adequate for the pursuit of the mission and goals.

Physical Resources. The physical resources of the College are outstanding. While in a world of rapid technological change it is always possible to have more or better equipment, the College has made a major effort to provide laboratories with adequate equipment for instructional purposes. Over the years, the physical plant has been excellently maintained, with the consequence that buildings do not look their age. Recent construction (see Chapter VIII) has allowed the College to keep pace with growing enrollment. The building of a new library at the center of campus serves symbolic as well as practical purposes. Access and visibility are improved, while the library represents the centrality of the academic emphasis of the College.

Continued growth in enrollment will place (and currently is placing) new demands on physical facilities. We shall shortly have to consider the possibilities for funding a new science building and perhaps a fine arts building and swimming pool as well. This construction would free existing space for general classroom use, which will soon be needed as enrollment grows.

The high standard of maintenance for College facilities and grounds is a major asset to the College. It helps create the atmosphere of collegiality which plays an important role in the fulfillment of the mission and goals, while it protects the substantial investment made by the citizens of Park County and Wyoming in the campus.

Education Programs and Curriculum. The College offers an instructional program on and off campus which addresses the needs of the residents of the College district and service area as well as those students who come to Northwest from elsewhere to pursue higher education. Credit instruction is offered both on and off campus in transfer-oriented fields of study and two-year occupationally-oriented fields of study, and off campus in both orientations. Noncredit courses are also offered. Although enrollment has grown in all sectors of the curriculum, the greatest change has occurred in the number of noncredit courses available.

One of the eight goals of the College is "to strive for excellence in all programs of instruction." The means by which we seek to accomplish this goal may be found in Appendix II-2, Goal 6. Student comment supports the existence of high quality in the instructional program (Appendix II-1).

Institutional Services. The College is concerned to provide personal and professional development opportunity for faculty, students, and staff. This sensitivity to the growth needs of individuals has become more prominent in recent years, and efforts have been made to identify resources for this purpose. Faculty have access to professional travel funds from several sources, as well as funds for projects which do not involve travel. The College maintains membership in the Northern Rockies Consortium for Higher Education (NORCHE). Membership in this organization provides reduced registration fees for NORCHE-sponsored workshops in Idaho, Utah, Montana, or Wyoming (within reasonable traveling distance). These and other faculty development opportunities are noted in the Faculty Handbook and are strongly supported by the faculty and the administration.

Formal courses in career decision making and survival in college are available to students in general. A special section of the course "Survival in College" is offered for adult students and is geared to their particular concerns. Training programs are offered on campus for Student Government leaders and Residence Hall Assistants. Student leaders also attend the annual W-7 Conference which brings together student representatives from the seven Wyoming community colleges. The Director of Student Activities and Housing coordinates a program of development activities in the residence halls, including presentations by the counseling and student health staff.

Administrative staff attend conferences and workshops pertinent to current concerns or of a professional nature (e.g., A.A.C.J.C.) as time permits. The administration, carrying the responsibility of leadership, must be receptive to new ideas and better ways of accomplishing the goals we are pursuing. Secretarial staff have had in-service workshops on office procedures and word-processing within the past year. Employees of the College may take courses at no cost, and many avail themselves this opportunity. The orientation of the physical plant administration is to help individual employees grow to new challenges and responsibilities.

The mission and goals of Northwest Community College focus on the personal growth of individuals, personally and intellectually. To deny the need for growth of employees as well as students would be inconsistent, to say the least. Perhaps we can improve upon the ways we grow by creating more opportunities for informal learning between students and faculty (e.g., a discussion series held in the residence halls).

The College serves as an educational and cultural center for the College District, and, to some extent, to the service area. As previously described, classes are offered throughout the Big Horn Basin, sometimes at the request of particular businesses. On-site training opportunities are limited, if only because there are few large industries in the district (Northwest is the largest employer in the county).

Traditionally, Northwest has offered a substantial number of cultural opportunities in Powell. Among these are plays, band and choir concerts, Northwest Singers concerts, Northwest Civic Orchestra and Chorus concerts, Northwest Gallery showings, and other public programs of various kinds. At the suggestion of the Board of Trustees, the goals of the College were amended to state that such activities will henceforth be offered throughout the College District.

Beyond these activities, the College offers meeting and recreational space to local nonprofit groups. The NWCC Field Station is available for use by groups at a reasonable charge. Faculty often speak to or perform for local civic groups, and many faculty, administrators, staff and students are involved in service to their communities as private citizens. Some academic programs, such as the

Medical Laboratory Technician program, at times perform direct services for community members (e.g., blood tests).

If an institution expects to be supported by its community, it must serve its community. We believe the affection is mutual.

Criterion Three: Northwest Community College is accomplishing its purposes.

Quality of Student Achievement: The College strives for excellence in its programs of instruction. This means that high expectations for student performance must be set by instructors. At the same time, the faculty must be sensitive to the under-prepared student and take steps to provide extra assistance personally or place the student in contact with the resources of the Learning Skills Center.

The instructional program is geared toward the promotion of high standards in the classroom. The systems of faculty selection, evaluation, and development support this goal. The Curriculum Committee reviews course proposals and, beginning this year, will conduct an ongoing periodic curriculum review. Division Chairmen and the Dean of Instruction also require and review course outlines. The degree structure and requirements establish expectations of breadth in a program, and students must achieve a minimum grade point average to graduate. Students falling below minimum standards are placed on probation or suspension. The College also formally recognizes exceptional student performance. Divisional and other scholarships are awarded to returning sophomores who have excelled academically. Student follow-up information (Appendix II-1) supports the proposition that the College is experiencing substantial success in its instructional mission.

Quality of Administrative and Educational Services. The College organizes itself in a manner to support the education and personal growth of students. The physical plant and business operations are responsive to these needs; evidence exists in the distribution of College monies to support this assessment. In the course of the self-study, the President and Deans were found to be effective in dealing with the challenges which face the institution. It is generally felt that faculty and administration are working in concert to achieve the mission and goals of the College.

Quality of Institutional Life. An environment of community is essential to the fulfillment of Northwest's mission and goals. This is expressed in the physical arrangements, academic environment, and personal environment of the campus.

An attractive, well-kept campus encourages pride among students, faculty, and staff. Student peer pressure falls on the side of correct behavior regarding care and respect for campus facilities. Faculty are accessible to students. Office hours are required, though most faculty are on campus all day in any case. Faculty understand that they are at the institution for the benefit of students, rather than the reverse. This is the same sense of caring and dedication that led the College to adopt a set of strong degree requirements in 1980, before it had become popular to do so. Academic advisement is taken seriously by the faculty, and student response as measured in the follow-up studies is positive.

On the personal level, the College actively promotes contact between faculty and students. Some four hundred students are employed on campus, increasing their interaction with faculty and staff. Faculty are further involved with students in student-sponsored functions, clubs and organizations, College committees, and intramurals, to name a few examples. The close relationship of faculty and students is symbolized in formal commencement exercises which occur at the end of the academic year. Evidence of success is to be found in the student follow-up surveys, which show near unanimity that the attitude of faculty toward students is excellent or satisfactory. Over fifty percent of students have also indicated that their experience at Northwest "very much" developed a feeling of community with others (Appendix II-1).

It is important to note that the attitude of community extends to staff as well. All play an essential role in the functioning of the College. Faculty and staff meet socially on several occasions each year. Students, again nearly unanimously, comment favorably on the attitude of College nonteaching staff toward students (Appendix II-1).

Not everything is just as we would like it, of course. For example, attendance of students at cultural events on campus is often disappointing. We would like to find ways, beyond the mild coercion sometimes employed, to encourage students to join faculty and townspeople on these occasions.

The College's retention rate of 59 percent is outstanding for a two-year school. We hope to improve upon it. Faculty morale seems quite satisfactory, as shown by the process and results of the self-study. The quality of institutional life at Northwest is high and is a key element in the success of the College.

Quality of Contribution to Outside Communities. A major part of the mission of the College is to serve the community of its district. The quality of this service is indicated first by the number of programs offered (e.g., credit and noncredit courses, workshops, concerts, public programs, Big Horn Basin Program). The established approval and selection processes promote high quality, a level of quality which is also measured by the evaluations of participants. The College Relations Office works to represent the College accurately to its community, and to provide the community with another means to express its views to the College.

The College pursues a continuous formal assessment of needs in its community and has been responsive to meeting such needs as have been identified. In a College District of 22,000 individuals, it is possible to have a sense of general opinion about the College. The seven Board of Trustee members represent the public, and faculty, administration, and staff live, for the most part, in Powell and Cody. Many attend churches or participate in service clubs of various kinds. Positive feedback tends to outweigh the negative in these community contacts.

Criterion Four: Northwest Community College can continue to accomplish its purposes.

Past and Present Experience. Over the past fifteen years or so Northwest Community College has grown in quality and stability. The Board of Trustees establishes a pattern of stability and support which is replicated throughout the College. The mission and goals statements are newly revised and represent a common focus for the College and those who work on its behalf. Enrollment has been growing, in part due to the economy, in part due to the growth of Wyoming's population and the reputation of the College. The College has thus far responded effectively to the growth in enrollment and will continue to attempt to do so within the spirit of the College mission and goals.

Plans for the Future. The College will continue to seek the human resources necessary to maintain the relatively small class size which has allowed it to set high standards while providing additional assistance to under-prepared students. We will also endeavor to equip laboratories and classrooms adequately so that the institution may keep up with the pace of changing technology. A new science building and the potential for other facilities will be given serious internal attention shortly. Faculty evaluation and faculty development will continue to be the twin pillars of quality in the instructional program. No radical departures are foreseen in either student services or administrative services. The three Areas of the College--Instruction, Student Services, and Administrative Services--will continue to strive together toward excellence.

The State of Wyoming is currently entering a period of fiscal concern, and it is entirely likely that the rate of growth in financial support for the College will be drastically reduced. Since this circumstance is considered to be temporary, short-term measures by the College to allocate limited resources will be necessary. If the difficulty proves to be long-term, however, the College will determine a proper response to these circumstances founded upon our mission and goals. The mechanisms for making such decisions are in place.

Continuing Planning Process. The College planning process is now institution-wide and occurs regularly. It focuses on short-range planning, but the development of a college plan each two years inevitably brings up matters of longer-range concern. Enrollment projections, for example, take us seven or eight years forward. The College does not have an Institutional Research Officer. The need for such a position has seemed marginal, particularly in light of other pressing needs. The various Deans have been working with computer services to develop better information for decision making, but other possibilities for addressing this need will be investigated further. The operation of the Board of Trustees′ long-range planning committee, with the participation of the College President and Deans, should lead to valuable perspectives on the future.

Evaluation of our planning process is based on how well it serves its purpose. Much of the planning process, of course, has to do with input and adequate communications rather than with predicting the future. We originally adopted the planning process developed by Byron McClenney and implemented at Parkersburg Community College in West Virginia. We are now ready to adapt this process to our particular circumstances and will do so prior to our next planning effort. We do not plan for the sake of planning. We plan because planning helps us become a better institution. With that principle in mind, the planning process can be adjusted as needed.

CHAPTER XII

GENERAL INSTITUTIONAL REQUIREMENTS SUMMARY

1. The institution has formally adopted a statement of mission appropriate to a postsecondary educational institution.

   Yes, see Chapter II: Mission and Goals, especially pages 13-14.

2. The institution offers one or more educational programs (or curricula) consistent with that mission, including general education at the postsecondary level as an essential element of, or a prerequisite to, its principal program(s).

   The College offers a substantial program of general education in accordance with the mission and goals of the College (pages 13-14). See pages 19-22 for degree requirements..

3. The institution has adopted a statement specifying the potential students it wishes to serve, and admits students to its programs under admission policies compatible with this statement and appropriate to its programs.

   Yes, see College Catalog, "Admission to the College" (page 17), and pages 38-39 of this report.

4. The institution enrolls students in at least one postsecondary educational program normally requiring at least one academic year (or the equivalent) for completion, and has students actually pursuing such a program at the time of the Commission's evaluation.

   Students are enrolled in the programs of study listed on page 22 of the College Catalog.

5. The institution awards to each person successfully completing an educational program a certificate, diploma, or degree

appropriately describing the demonstrated attainment of the graduate.

Yes, see College Catalog, pages 22-26, for degree and certificate descriptions, and page 18 of this report for the number of degrees and certificates awarded.

6. The institution has a charter and/or other formal authority from an appropriate governmental agency authorizing it to award any certificate, diploma, or degree it awards.

   Northwest Community College operates under the Rules and Regulations, Board of Trustees, Northwest Community College. These rules and regulations derive from enabling legislation passed by the Wyoming Legislature (21-18-206).

7. The institution has all the necessary operating authorities in each jurisdiction in which it conducts activities.

   All programs operate in Wyoming in the region adjacent to the College. The College has the authority to offer its programs in this region.

8. The institution has formally designated a chief executive officer, or has formally organized and staffed a chief executive office.

   The President of Northwest Community College is Dr. SinClair Orendorff.

9. The institution has a governing board that includes representation reflecting the public interest.

   The Northwest Community College Board of Trustees is elected by the citizenry of Park County, the College District.

10. The institution documents its funding base, financial resources, and plans for financial development adequate to carry out its stated purposes.

    Yes, see Chapter VII: Financial Resources, pages 72-90.

11. The institution has its financial statements externally audited on a regular schedule by a certified public accountant or state audit agency. The institution makes available to the public and the Commission on request the most recently audited financial statements (or a fair statement thereof), including the auditor's

opinion.

The College has its financial statements audited annually and these audited financial statements are available to the public and the Commission. The audit report is also sent to state agencies.

12. The institution makes freely available to all interested persons (and especially its present and prospective students) accurate, fair, and substantially complete descriptions of its programs, activities, and procedures.

    Yes, see the annual College Catalog.

13. The institution will have graduated at least one class in its principal programs before the Commission's evaluation for accreditation status.

    The College, established in 1946, has graduated many classes.

NORTHWEST COMMUNITY COLLEGE

SELF-STUDY

APPENDICES

SUBMITTED TO

THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION OF
THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

SEPTEMBER, 1983

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SELF-STUDY STEERING COMMITTEE

1982-83 MEMBERS

Richard Weeks, Dean of Instruction, Steering Committee Chairman

SinClair Orendorff, College President

John DeWitt, Dean of Students

David Reetz, Dean of Administrative Services

Daniel Oliver, Dean of Continuing Education

Stanley Christensen, Associate Dean of Occupational Education (Effective January, 1983: Agriculture and Technology Division Chairman)

John Bettag, Business Office Manager

Mark Kitchen, Assistant to the President for College Relations

Gary Sturmer, President, Faculty Organization, 1982-83

Deborah Koelling, Elected by the Faculty

Michael Masterson, Elected by the Faculty

Richard Wilson, Elected by the Faculty

Larry Sapp, Elected by the Faculty

Earl Eichenlaub, Student Body President, 1982-83

ADDITIONAL FALL 1983 MEMBERS

Fred Watkins, President, Faculty Organization, 1983-84

Steve Harbron, Elected by the Faculty, 1983-84

Bruce Watne, Elected by the Faculty, 1983-84

Tim Herold, Student Body President, 1983-84

SELF-STUDY TIME SCHEDULE

BY OCTOBER 15, 1982	BY DECEMBER 15, 1982	BY MARCH 1, 1983	BY APRIL 1, 1983	BY MAY 15, 1983	BY SEPTEMBER 1, 1983	BY SEPTEMBER 15, 1983	BY OCTOBER 1, 1983	AROUND NOVEMBER 15, 1983
Steering Committee	Academic Divisions Library Learning Skills Center Student Personnel Office Business and Physical Plant Staff Others	Academic Advisory Council Instruction Committee Curriculum Committee Learning Resources Committee Campus Life Committee Admissions and Awards Committee (Physical Plant and Business)	Dean of Instruction (Academic Advisory Council) Dean of Students Dean of Administrative Services Dean of Continuing Education	Steering Committee	Steering Committee Chairman	Steering Committee	Board of Trustees	North Central Association Visitation
Review of Mission Statement Data Preparation	Optional responses to questions referred by the Steering Committee	Review, discussion, and recommendation on responses	Review of committee reports, discussion, and writing of sections for self-study report	Discussion of sections, composition of unified report by committee chairmen, review, revision, and preliminary approval of self-study report	Review and update of self-study report	Review, discussion, and approval of self study report (Acceptance by President)	Review, discussion and approval	
Referral of questions to appropriate functional area(s)	Refer responses to appropriate College committee, as designated by the Steering Committee	Send report to appropriate Dean, as designated by Steering Committee	Refer to Steering Committee	Review report with NCA liaison over summer Preliminary review of Board of Trustees	Refer to Steering Committee	Refer to Board of Trustees	Submission of finished report to NCA	

SELF-STUDY REPORT DEVELOPMENT

		PRELIMINARY CONSIDERATION	UNIT	COMMITTEE	SECTION WRITTEN BY	COMPILATION	REVIEW	FINAL REVIEW
I.	Mission and Purposes	Steering Committee	All Units—How does unit contribute to Mission and Goals?		Dean of Instruction	Steering Committee Chairman	Steering Committee	Board of Trustees
II.	Institutional Governance	Steering Committee		Board of Trustees	Dean of Instruction	Steering Committee Chairman	Steering Committee	Board of Trustees
III.	Institutional Organization and Administration		All Units	Steering Committee	Dean of Instruction	Steering Committee Chairman	Steering Committee	Board of Trustees
IV.	Faculty and Institutional Staff Resources		Academic Advisory Council	Instruction Committee	Dean of Instruction	Steering Committee Chairman	Steering Committee	Board of Trustees
V.	Financial Resources		Business Office	Steering Committee	Dean of Administrative Services	Steering Committee Chairman	Steering Committee	Board of Trustees
VI.	Recruiting and Admitting Students		Student Personnel Office *	Admissions, Aids, and Awards Committee	Dean of Students	Steering Committee Chairman	Steering Committee	Board of Trustees
VII.	Student Services		Student Personnel Office *	Campus Programs and Student Life Committee *	Dean of Students *	Steering Committee Chairman	Steering Committee	Board of Trustees
VIII.	Learning Resources		Academic Divisions, Library *	Learning Resources Committee *	Dean of Instruction	Steering Committee Chairman	Steering Committee	Board of Trustees
IX(A).	Educational and Learning Experiences Curriculum		Academic Divisions, Faculty Development Committee	Curriculum Committee, Instruction Committee *	Dean of Instruction	Steering Committee Chairman	Steering Committee	Board of Trustees
IX(B).	Educational and Learning Experiences: Continuing Education		Academic Advisory Council	Curriculum Committee, Instruction Committee	Dean of Continuing Education	Steering Committee Chairman	Steering Committee	Board of Trustees
IX(B).	Educational and Learning Experiences: Graduate Education	Not Applicable						
IX(C).	Educational and Learning Experiences: Experimental Learning	Question #7 only	Student Personnel Office	Instruction Committee	Dean of Students	Steering Committee Chairman	Steering Committee	Board of Trustees
X.	Evaluating and Certifying Students		Student Personnel Office *	Instruction Committee	Dean of Students	Steering Committee Chairman	Steering Committee	Board of Trustees
XI.	Institutional Planning	President's Advisory Committee	All Units - follow planning and budget model		Dean of Administrative Services	Steering Committee Chairman	Steering Committee	Board of Trustees

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* Denotes involvement of other units, committees, or deans on specific questions.

APPENDIX I-4

COLLEGE UNITS

FOR

SELF-STUDY

1. Student Personnel
2. Administrative Services
3. Faculty Organization Executive Committee
4. Learning Skills Center
5. Library
6. Placement Office
7. Applied Science Division
8. Fine Arts Division
9. Humanities Division
10. Life and Health Science Division
11. Physical Science Division
12. Social Science Division

SELF-STUDY REVIEW COMMITTEES

Campus Programs and Student Life Committee

James Vogt, Student Center Director, Committee Chairman
John DeWitt, Dean of Students
Mark Kitchen, Assistant to the President for College Relations
Vicki Meltzer, Agriculture and Technology Division
Bruce Watne, Physical Science Division
Scott Foll, Humanities Division
Kenneth Rochlitz, Social Science Division
Renae Edgar, Student
Gail Harrell, Student
Bart Meeker, Student
Steve Nike, Student

Curriculum Committee

Richard Weeks, Dean of Instruction
John DeWitt, Dean of Students
Sandra Tollman, Registrar
Jeanne Castberg, Continuing Education Office
Art Coughenour, Commerce Division
Barbara Horton, Agriculture and Technology Division
John Giarrizzo, Fine Arts Division, Committee Chairman
Richard Wilson, Humanities Division
Margaret Stutzenberger, Life and Health Science Division
Fred Watkins, Physical Science Division
Gary Sturmer, Social Science Division
Mary Louise Onstine, Student
Jane Crockford, Student

Instruction Committee

Richard Weeks, Dean of Instruction
Dan Oliver, Dean of Continuing Education
Steve Sims, Assistant Dean of Students
Gurn Brown, Agriculture and Technology Division
Claude Dotson, Commerce Division
Kenneth Fulton, Fine Arts Division
Winifred Wasden, Humanities Division, Committee Chairman
Robert Palmquist, Life and Health Science Division
Virginia Singer, Physical Science Division
Jose Peer, Social Science Division
Greg Goode, Student
Nora Sullivan, Student

Learning Resources Committee

Richard Weeks, Dean of Instruction
David Reetz, Dean of Administrative Services
Steve Sims, Assistant Dean of Students
John Roland, College Librarian
Larry Sapp, Academic Computer Director
Karen Martinsson, Agriculture and Technology Division
Craig Satterlee, Commerce Division
Neil Hansen, Fine Arts Division
Robert Koelling, Fine Humanities Division
Steven Harbron, Life and Health Science Division
Arthur Fries, Physical Science Division
Dennis Brophy, Social Science Division, Committee Chairman
Vernon Ross, Student
Rory Mack, Student

Student Admissions, Aids and Awards Committee

Steve Sims, Assistant Dean of Students, Committee Chairman
Sandra Tollman, Registrar
Mark Kitchen, Assistant to the President for College Relations
John DeWitt, Dean of Students
Darrell Sanborn, Director of Student Activities and Housing
Wally White, Agriculture and Technology Division
Robert Wharton, Commerce Division
Kermit Herd, Fine Arts Division
Duane Fish, Humanities Division
Sharon Cornwall, Life and Health Science Division
Nancy Fees, Physical Science Division
Kenneth Mullan, Social Science Division
Steve Clark, Student
Daryl Ellis, Student
Lori Loftis, Student

Academic Advisory Council

Richard Weeks, Dean of Instruction, Committee Chairman
Dan Oliver, Dean of Continuing Education
Richard Clabaugh, Associate Dean of Occupational Education
Stanley Christensen, Agriculture and Technology Division
James Renner, Commerce Division
John Banks, Fine Arts Division
James Riley, Humanities Division
Leonard Mickelson, Life and Health Science Division
John Enger, Physical Science Division
Roy Jordan, Social Science Division

NORTHWEST
COMMUNITY
COLLEGE
POWELL, WYOMING 82435

October 12, 1982

Russell A. Hansen
Executive Secretary
Wyoming Community College Commission
1720 Carey Avenue, Boyd Building, 5th Floor
Cheyenne, Wyoming 82002

Dear Russ,

We are currently beginning our self-study in preparation for the North Central Association accreditation visit which we have tentatively scheduled for November, 1983. At this point we are addressing our College mission. There have been concerns expressed in the past that Northwest may not be a comprehensive community college because we do not offer typical occupational programs such as auto mechanics or building trades. Our position is that we meet the occupational needs of our local community, while providing some programs of regional importance (photography, printing), but that we are part of a statewide system of community colleges which does provide a comprehensive array of occupational programs. I believe this is consistent with the policy of the WCCC as stated in Rules and Regulations, Chapter X, Section 2:d.

As stated at our first biennial budget presentation last year, we wish to achieve excellence in all of our programs, but by reason of geographical location we must place emphasis on transfer programs, agriculture, and continuing and community education.

It would be helpful to our process, Russ, if you could send us a letter which states your opinion on the role of Northwest's occupational programs as they relate to the occupational programs available statewide through the community colleges (e.g., should we or should we not offer the full range of occupational programs at Northwest?).

Thanks for your help.

Sincerely,

Richard Weeks
Dean of Instruction

RW/sg

cc: SinClair Orendorff

FROM: DEAN WEEKS [illegible]

THE STATE OF WYOMING

ED HERSCHLER
GOVERNOR

Wyoming Community College Commission

1720 CAREY AVENUE BOYD BUILDING, 5TH FLOOR CHEYENNE, WYOMING 82002

RUSSELL A. HANSEN
EXECUTIVE SECRETARY

PHONE
(307) 777-7763

October 18, 1982

Dr. Richard Weeks
Dean of Instruction
Northwest Community College
Powell, WY 82435

Dear Dick:

This is in response to your request for an amplification the Commission stance with respect to your vocational program and how that program fits into the state system. First, let me say that we very much appreciate your questions, and feel that they are appropriate and deserve a good answer from us. As a staff, Oliver and I have extensively discussed the nature of the colleges in the state and the ways they are providing the necessary instruction for students, whether they are vocationally or academically oriented. From these discussions we have developed opinions on the "personalities" of the colleges, and how we should work with the conditions that make each college unique. For instance, through our budget process and limited program responsibilities we can suggest priorities to the Commission that can result in a solidification of a school's direction, or attempt to redirect a school's "personality" toward specialization relative to its sister institutions.

As a system, we feel that the differences in the character of the schools provide an extremely healthy situation. We do not want everyone to think alike and to provide similar programming throughout, with the realization that certain common programs have to exist at each school. These are primarily academic programs, therefore a great deal of the character of a school is seen in its vocational offerings, in both type and number.

We see Northwest as a school which does not offer the "full range" of occupational programs, as you said in your letter, nor should it. Our feeling is that your vocational programs address the need of your service area, which is primarily agriculture. We would hope that any change in this philosophy would be in innovative training for a very technologically oriented future, probably again in agriculture, and not toward traditional areas such as automotive mechanics and building trades. We would not see a diminished vocational program for you unless demand totally dropped off. We would, again, hope to see redirection where necessary, rather than what we would see as a somewhat aimless repetition of programs your area and the state may not be need in the future.

As an associated thought, I would refer you to the new Job Training Partnership Act, recently signed by the President. We have no idea how this will operate administratively but we do see the opportunity for intensive participation from the colleges. Private Industry Councils (PIC'S) are the hub of this legislation and your area will see these heavily oriented toward agriculture. This would be very consistent with your present operation. We would also hope to see Northwest and the other colleges acting cooperatively and agressively with the State Department of Planning and Development in training for new industry in the state.

In summary, our opinion (and it is that rather than formal Wyoming Community College Commission policy) is that Northwest is presently operating well in both its own set direction and in the way that the school "fits" with other schools in the state. We do not see your relatively light vocational program as negative, unless it has failed to address present local needs and will fail to adjust to the future needs of the area. We do not think that either of those conditions do or will exist.

Any self-evaluation on your part has to have an eye on the future. In this light we very much want to see imagination and innovation in vocational training.

Sincerely,

Russ Hansen

Russell A. Hansen
Executive Secretary
Wyoming Community College Commission

RAH/dr

cc: Ann Hinckley

NORTHWEST COMMUNITY COLLEGE

STUDENT FOLLOW-UP INFORMATION ON GRADUATES

1981-1983

NWCC STUDENT FOLLOW-UP SURVEYS

RESULTS FOR 1981, 1982, and 1983

RESPONSES CONVERTED TO PERCENTAGE OF TOTAL NUMBER RETURNED

1981 Graduates:	*67 out of 157, 45% responding*
1982 Graduates:	*99 out of 229, 43% responding*
1983 Graduates:	*100 out of 216, 45% responding*

EVALUATION OF COLLEGE INSTRUCTIONAL AND OTHER SERVICES

A. In light of your experiences (whether on the job, in the military, at another institution, or in seeking employment), please rate the following areas of your education at Northwest by placing a check (✓) below the appropriate letter on the blank before each statement: (E) Excellent, (S) Satisfactory, (P) Poor, [(O) Omit--1983 only].

		(E)	(S)	(P)	(O)
1. Course content in your major field:	1981	54	46	0	*
	1982	35	62	3	*
	1983	47	48	4	1
2. Instruction in your major field:	1981	55	45	0	*
	1982	48	50	2	*
	1983	62	36	1	1
3. Attitude of faculty toward students:	1981	69	30	1	*
	1982	77	23	0	*
	1983	72	25	2	1
4. Classroom facilities:	1981	46	52	2	*
	1982	45	54	1	*
	1983	42	51	6	1
5. Laboratory facilities:	1981	40	52	8	*
	1982	36	58	6	*
	1983	31	55	11	3
6. General registration procedures:	1981	26	62	12	*
	1982	29	61	10	*
	1983	37	56	5	2
7. Accuracy of college information you received before enrolling:	1981	42	52	6	*
	1982	32	68	0	*
	1983	46	48	5	1

		(E)	(S)	(P)	(O)
8. Availability of financial aid information you received before enrolling:	1981	36	52	12	*
	1982	40	53	7	*
	1983	33	55	10	1
9. Value of information provided by your advisor:	1981	42	51	7	*
	1982	45	42	13	*
	1983	48	39	12	1
10. Attitude of college nonteaching staff towards students:	1981	54	44	2	*
	1982	44	55	1	*
	1983	52	43	2	3
11. Rules governing student conduct at NWCC:	1981	21	70	9	*
	1982	23	62	15	*
	1983	31	57	8	4
12. Academic probation and suspension policies:	1981	22	74	4	*
	1982	24	68	8	*
	1983	29	60	2	9
13. General condition of buildings and grounds:	1981	70	29	1	*
	1982	66	33	1	*
	1983	70	26	0	4
14. Availability of courses you wanted at times you wanted to take them:	1981	39	58	3	*
	1982	36	62	2	*
	1983	37	54	7	2
15. Opportunities for personal achievement in campus activities:	1981	52	44	4	*
	1982	39	59	2	*
	1983	46	47	0	7

B. Please check the following letters in the appropriate column for rating this section: (E) Excellent, (S) Satisfactory, (P) Poor, (D) Did not use, [(O) Omit--1983 only].

		(E)	(S)	(P)	(D)	(O)
1. Academic advising services:	1981	36	41	2	21	*
	1982	31	43	8	18	*
	1983	35	43	4	17	1
2. Career planning services:	1981	28	28	3	41	*
	1982	25	30	2	43	*
	1983	20	33	3	43	1
3. Recreational/intramural programs and services:	1981	40	22	3	35	*
	1982	49	30	0	21	*
	1983	41	25	2	31	1

		(E)	(S)	(P)	(D)	(O)
4. College orientation program:	1981	31	32	0	37	*
	1982	24	34	2	40	*
	1983	19	36	0	44	1
5. Personal counseling services:	1981	24	14	2	60	*
	1982	27	25	0	48	*
	1983	32	20	2	45	1
6. Job placement services:	1981	11	12	7	70	*
	1982	20	27	0	53	*
	1983	7	17	7	66	3
7. Library facilities and services:	1981	27	57	9	7	*
	1982	49	42	6	3	*
	1983	63	30	3	2	2
8. Residence hall services and programs:	1981	30	36	1	33	*
	1982	29	39	3	29	*
	1983	37	27	1	32	3

EVALUATION OF PERSONAL GROWTH EXPERIENCES

How much did your education at Northwest contribute to your personal growth in each of the following areas? Please check the following letters in the appropriate column for this section: (V) Very Much, (S) Somewhat, (VL) Very Little, /(O) Omit--1983 only/.

		(V)	(S)	(VL)	(O)
1. Writing effectively:	1981	38	56	6	*
	1982	30	50	20	*
	1983	42	50	7	1
2. Speaking effectively:	1981	27	64	9	*
	1982	23	53	24	*
	1983	28	57	14	1
3. Understanding written information:	1981	33	63	4	*
	1982	24	64	12	*
	1983	28	64	7	1
4. Developing a feeling of "community" with others:	1981	59	35	6	*
	1982	50	45	5	*
	1983	51	38	10	1
5. Understanding and applying mathematics in your daily activities:	1981	31	49	20	*
	1982	28	39	33	*
	1983	22	44	33	1

		(V)	(S)	(VL)	(O)
6. Persisting at difficult tasks:	1981	59	36	5	*
	1982	44	46	10	*
	1983	41	53	5	1
7. Recognizing your rights, responsibilities, and privileges as a citizen:	1981	36	53	11	*
	1982	41	45	14	*
	1983	40	44	15	1
8. Defining and solving problems:	1981	50	45	5	*
	1982	37	58	5	*
	1983	45	50	4	1
9. Leading/guiding others:	1981	36	51	13	*
	1982	32	52	16	*
	1983	39	42	17	2
10. Understanding and appreciating the arts:	1981	34	44	22	*
	1982	23	46	31	*
	1983	37	40	22	1
11. Learning on your own:	1981	63	33	4	*
	1982	59	36	5	*
	1983	61	34	4	1
12. Caring for your own physical and mental health:	1981	47	44	9	*
	1982	54	37	9	*
	1983	43	45	11	1
13. Organizing your time effectively:	1981	50	42	8	*
	1982	49	41	10	*
	1983	53	39	7	1
14. Understanding different philosophies and cultures:	1981	28	47	25	*
	1982	31	44	25	*
	1983	33	48	18	1
15. Understanding the interaction of man and the environment:	1981	23	53	24	*
	1982	37	44	19	*
	1983	24	58	17	1

NORTHWEST COMMUNITY COLLEGE

GOALS, OBJECTIVES, AND EVIDENCE

Revised on February 16, 1983

NWCC GOALS AND OBJECTIVES

GOAL 1: To nurture free, reasoning, and responsible individuals in an atmosphere of open discussion, inquiry, and examination.

a. By promoting an understanding of our democratic system and the rights and responsibilities of citizens.

  1. Formal degree requirement for PS 110 Government of U.S. and Wyoming, HI 115 History of the U.S., and HI 118 History of Wyoming.
  2. College emphasis on PS 110, HI 115 and 118 as courses which place significant academic demands on students.
  3. Class size goal of 30-35 students for PS 110 which permits academic emphasis.
  4. College sponsorship of student government functions and activities.
  5. Availability of College facilities for political forums and voting in general elections.
  6. Results of NWCC Student Follow-up Surveys, question on "Recognizing your rights, responsibilities, and privileges as citizens."
  7. Faculty Handbook recognition of faculty and staff involvement in civic and political activities as a form of community service.

b. By offering an instructional environment in which students are free to ask questions and to make comment.

  1. Provisions of Faculty Handbook.
  2. Student Evaluation responses.
  3. Division Chairman visitations.
  4. Review of course outlines.
  5. Limitation on the size of classes.

   6. Provision of faculty office hours in the Faculty Handbook.

- c. By providing a range of student choice within the structure of College degree and certificate programs.
    1. College Catalog.
    2. Program Advisement sheets and procedures.
    3. Effort to maximize student options through careful compilation of the schedule of classes.

- d. By providing, in various instructional settings, learning situations which call upon students to employ their reasoning capabilities.
    1. Review of course outlines.
    2. Division Chairman visitations.
    3. Student Evaluation responses.
    4. Results of NWCC Student Follow-up Surveys, section on Evaluation of Personal Growth Experiences.

- e. By informing students of course requirements at the beginning of each course, and by expecting that they fulfill those requirements.
    1. Submission to Dean of Instruction each semester of a copy of the course outline given to students.
    2. Grading systems--timeliness of assignment submission.
    3. Student evaluations (except Social Science, Agriculture and Technology, and Commerce.

    Science).

    4. Student follow-up information.

- f. By setting course requirements at a level which will challenge students.
    1. Review of course outlines.
    2. Student evaluations (Life and Health Science, Humanities, Social Science).

    3. Administrative review of instructors.

g. By encouraging students to develop an attitude of intellectual inquiry through course assignments and through the example of the instructor.

    1. Course outlines.
    2. Classroom visitations.

h. By establishing a system of College governance which provides for the participation of faculty, administrators, and students.

    1. College philosophy and committee structure as stated in the Faculty Handbook.

i. By establishing and enforcing standards of student conduct based on consideration of others.

    1. Appropriate sections of Student Handbook.
    2. Policies and governance of the Residence Halls.
    3. Weekly reports of Residence Hall Supervisors and the Director of Housing and Student Activities.
    4. Procedures and actions of the Student Appeals Board.

j. By providing the opportunity for responsible student journalism through the student newspaper and yearbook.

    1. NWCC Publishing Policies.
    2. Existence and operations of the Publications Committee as outlined in the Faculty Handbook.
    3. Review of student newspapers and yearbooks.

k. By promoting out-of-class intellectual interchange among faculty, administrators, and students.

    1. Scheduled situations bringing faculty into contact with students.
    2. Interaction of advisers and advisees.

3. Provision of office hours.

4. Reports of faculty and students.

5. Faculty discussion group.

6. Committee discussions.

7. Interaction of student clubs and faculty advisers.

8. Results of NWCC Student Follow-up Surveys, questions on "Attitude of faculty toward students."

l. By providing public forums where ideas are tested.

1. Public programs which include discussion between presenters or discussion from the audience, including those funded by the College through the Public Program Committee.

2. Faculty discussion group.

3. Public performances and gallery showings.

m. By establishing policies and procedures regarding the fulfillment of financial responsibilities.

1. _College Catalog_.

2. _Student Handbook_.

3. Business Office procedures.

4. Planning and budgeting process.

5. Work-Study Program.

GOAL 2: _To provide opportunities for individual growth through a program of cultural, aesthetic and recreational activities throughout the College District_.

a. By providing a comprehensive intramural program designed to serve a large number of students.

1. Range of intramural activities available.

2. Employment of full-time activities available.

3. Intramural Office statistics on student participation in intramurals.

4. Proposed expansion of intramural playing fields.

5. Voluntary participation in the Recreation Co-op.

6. Results of NWCC Student Follow-up Surveys, question on rating "Recreational/Intramural programs and services."

b. By supporting men´s and women´s intercollegiate athletics with competitive teams in five sports.

1. Enumeration of available sports.

2. Employment of Athletic Director.

3. Faculty load credit given for coaching.

4. Scholarship support for athletes.

5. Membership in Wyoming Community College athletic Association, National Junior Athletic Association, and National Intercollegiate Rodeo Association.

c. By providing public programs, lectures, concerts, and other activities to the public.

1. Public Program Committee funding and schedule.

2. Student Senate funding of activities.

3. Departmental programming (unit plans).

4. Schedule of all campus-community events, including public use of recreational facilities.

d. By providing student and community music and drama performances.

1. Northwest Civic Orchestra and chorus funding and schedule.

2. College drama productions, student and faculty.

3. Number of College music performances: concert band, jazz band, choir, Northwest Singers, small ensembles, faculty and community ensembles.

4. Scholarship support for music and drama students.

5. Results of NWCC Student Follow-up Surveys, question on "Understanding and appreciating the arts."

e. By providing support for student and professional art shows.

1. Provision of Northwest Gallery facility.

2. Budget for Northwest Gallery.

3. Schedule of Northwest Gallery exhibits.

4. Scholarship support for Art students.

5. Results of NWCC Student Follow-up Surveys, question on "Understanding and appreciating the arts."

f. By supporting and sponsoring local cultural and historical projects.

1. Initiation of the Big Horn Basin Project, a project to gather and present historical material dealing with the College's service area.

    A. Number of programs.

    B. Number of attendees at BHBP programs.

2. Co-sponsorship of summer Chautauqua program.

3. Faculty involvement with local historical societies and with Wyoming Council for the Humanities funded programs.

g. By supporting special programs, clinics, contests, and festivals of educational, cultural, or social significance.

1. List of campus activities.

2. Number of participants.

h. By sponsoring student clubs, organizations, and activities.

  1. Funding for Student Senate-sponsored activities.
  2. Number of participants.
  3. Provision of faculty sponsors for all student clubs.

i. By requiring course work in physical education, the study of other cultures and societies, and the fine arts.

  1. Humanities/Fine Arts Requirement (A.A.).
  2. Foreign Culture Awareness Requirement (A.A.).
  3. Social Science Requirement (A.A.).
  4. Social Science, Humanities, Fine Arts Requirement (A.S.).
  5. General Education Requirements (A.A.S. and Certificates).
  6. Physical Education Requirement (all degrees) under a philosophy of lifelong skills acquisition.

j. By making available campus facilities to public groups and individuals.

  1. Facility usage studies (Administrative Services Office).
  2. Groups served at College Science and Recreation Field Station.

k. By providing a comprehensive continuing education program in the service area.

  1. Courses in sixteen towns.
  2. Range of classes offered.
  3. Number of students seeking degrees and certificates.
  4. Continuing Education needs assessment.

1. By extending College programming throughout the College District.
    1. Location of continuing education opportunities.
    2. Location of Young Farmers´ programs.
    3. Northwest Singers´ performances.
    4. Location of Big Horn Basin Project programs.
    5. Other College-sponsored activities.
    6. Provision of Cody-Meeteetse service office in Cody.

GOAL 3: To provide for the acquisition of knowledge, skills, and experience, which promotes the enrichment of life and enhanced economic mobility.

a. By providing a wide range of courses in numerous subjects and at various levels and difficulty.
    1. Course offerings listed in College Catalog.
    2. Class schedules for several semesters.
    3. Schedules of noncredit and credit evening and off-campus courses.
    4. Results of NWCC Student Follow-up Surveys, question on "Availability of courses you wanted at times you wanted to take them."
    5. Review of course outlines.

b. By providing well-structured degree and certificate programs which include general education and specific discipline requirements.
    1. Degree and certificate requirements as stated in the College Catalog.
    2. Suggested courses of study from College Catalog.

c. By providing courses which are up-to-date and meaningful in the chosen field of study.

   1. Course descriptions as stated in the College Catalog.

   2. Curriculum Committee review of programs.

   3. Occupational Programs Advisory Committee.

   4. Instructional capital equipment inventories.

   5. Review of course outlines.

   6. Physical facilities.

   7. Results of NWCC Student Follow-up Surveys, questions on "Course content in your major field" and "Laboratory facilities."

d. By providing career counseling which is current and appropriate to assist the student to make vocational choices and to develop vocational strategies.

   1. Counselor and adviser contact.

   2. Number of students served by SIGI.

   3. Job placement listings and actual placements.

   4. Career decision-making courses.

   5. Results of NWCC Student Follow-up Surveys, questions on rating "Career planning services" and "Job placement services."

e. By providing a well-qualified faculty dedicated to the sharing of knowledge and experience.

   1. Review of faculty education and experience.

   2. Review of course outlines.

   3. Results of NWCC Student Follow-up Surveys, questions on "Instruction in your major field" and "attitude of faculty toward students."

f. By providing advising services to full- and part-time students; to assist them to choose a course of study appropriate to their educational goals.

1. Policies on academic advisement.
2. Four-semester "Program Advisement Sheet."
3. Wyoming Higher Education Course Transfer Guide, assuring transfer of most courses to the University of Wyoming.
4. Career Information Center college catalog collection.
5. Results of NWCC Student Follow-up Surveys, questions on "Value of information provided by your adviser" and rating "Academic advising services."

g. By providing for student interaction with professionals and hands-on experience through work-study, on-the-job training and other such programs.

1. Number of students involved.
2. List of jobs and areas of student employment.

h. By providing assistance to students to develop language and mathematical skills through the Learning Skills Center.

1. Number of students using the LSC.
2. Number of students in basic remedial courses.
3. Employment of two full-time faculty, as well as tutors and student assistants, in the LSC.
4. Number of students counseled and tested.
5. Number of students being tutored.

i. By providing a basis for knowledge and skills through instruction in the foundations and tools necessary to observe, analyze, understand and evaluate.

1. Course descriptions from College Catalog.
2. Review of course outlines.

3. Results of **NWCC Student** Follow-up Surveys, **questions** on "Writing effectively," "Speaking effectively," "Understanding written information," "Understanding and applying mathematics in your daily activities," "Defining and solving problems," "Understanding different philosophies and cultures," and "Understanding the interaction of man and the environment."

GOAL 4: To promote friendly interaction among students, faculty, and staff in an atmosphere of community.

a. By structuring the advisement process to insure meaningful contacts between adviser and advisee.

   1. Assignment of advisee to an adviser in major field of interest.
   2. Assignment of premajor advisee to a counselor or professor from the arts and sciences.
   3. Limiting number of new advisees to ten per adviser where possible.
   4. Provide Advisee Information Sheets to advisers along with ACT Profiles, high school transcripts, placement scores, etc.
   5. Use of the 4-semester Program Advisement Sheet.
   6. Progress reports (midterm and final grades) to advisers.
   7. Scheduling three-week periods for advisement of continuing students.
   8. Results of NWCC Follow-up Surveys, question rating academic advising services.

b. By encouraging involvement of faculty with students in academic, activity, and governance settings.

   1. Posting of faculty office hours on office doors and the practice of an open-door policy by faculty.
   2. Faculty sponsorship of student clubs and organizations.

3. Faculty and staff involvement in intramurals and student-sponsored activities.

4. College sponsorship of artistic, athletic, dramatic, forensics, music, and other out-of-classroom activities which provide bases for the mutual interests and identification with the College Community.

5. Student representation on all initiating committees within the institutional governance structure.

6. Open and cordial atmosphere in classrooms with concern for growth and development of all members of the College Community.

7. Faculty selection of student scholarship recipients.

c. By providing extensive opportunities for students to work with faculty and staff supervisors in accomplishing necessary institutional functions.

1. A federally funded student work-study program.

2. College funded work-study program for students not eligible under federal guidelines.

3. Employment of students during vacation periods and summer months.

4. Students employed under the above work as secretaries, lab assistants, custodians, counselor aides, student tutors, library aides, resident assistants, cafeteria helpers, intramural officials, grounds keepers, equipment and game room supervisors, day care helpers, maintenance, security, etc.

d. By providing opportunities for social interaction and for public recognition of students by faculty and staff.

1. Fall orientation with student-faculty barbecue.

2. Trailblazers' receptions for faculty, Board, and student leaders.

3. Encouragement of retreats and field trips for student groups with faculty sponsors.

4. Hall programming with invitations to faculty and staff.

5. Student-sponsored functions in which faculty are encouraged to participate.

6. Faculty involvement in selection of students for Who's Who, Wyoming Community College Scholarships, Phi Theta Kappa, etc.

7. Formal Graduation Exercises and other public ceremonies.

8. Board sponsorship of faculty and staff luncheon and Christmas Party.

9. Results of NWCC Follow-up Surveys, questions on "Developing a feeling of `community´ with others," "Attitude of faculty toward students," and "Attitude of College nonteaching staff towards students."

10. News releases of student accomplishments to area and home town media.

GOAL 5: To make Continuing Education opportunities available to residents of the College service area.

Objectives related to this goal are:

a. By establishing credit and noncredit schedules throughout the service area.

   1. Credit class schedules mailed to every postal customer in service area.

   2. Noncredit classes offered in strategic locations by College coordinators, making them accessible to all communities.

   3. Needs assessment results.

b. By maintaining an on-going assessment of community needs.

   1. Survey of business and industrial firms each year in selected towns of the service area.

2. Survey of adults each semester to determine class needs and other valuable information relative to future schedules.

3. Assessing potential needs for upper-division classes in cooperation with the University of Wyoming.

4. Utilization of local media, encouraging individuals to inform the College of their educational desires.

5. Needs assessment results.

c. By developing workshops and seminars as determined by the assessment of needs.

1. Workshops and other activities as listed in needs assessment.

2. Workshops and other activities as evidenced by facilities usage reports.

d. By assisting individuals with their adult basic educational needs.

1. G.E.D. classes offered as needed.

2. E.S.L. classes offered on demand.

3. Refugee instruction for Vietnamese residing in Cody.

4. Adult Basic Reading offered when sufficient interest in shown.

e. By conducting evening registrations on and off campus in strategic locations.

1. Registrations conducted each semester in Basin, Cody, Lovell, Powell, Worland, Ten Sleep, and as need determines in other locations such as Burlington, and Meeteetse.

2. Registration in accordance with fall and spring schedules.

f. By informing part-time students of financial assistance and veterans' benefits available to them.

1. Information published in class schedules.
2. Assistance by counselors who work with adult students.
3. Coordinators assist adults regarding financial needs.
4. Assistant Dean of Students as Veterans representative assists all Veterans, full- and part-time.
5. Part-time Faculty Guideline Booklet.

g. By assisting Park County senior citizens, 60 years of age or older, in obtaining Golden Age passes which provide them a tuition waiver for College classes and admission to other College activities.

1. Information published in class schedule.
2. Covered by news media when promotion of class schedule in conducted.
3. Visitation to areas where senior citizens reside to inform them of this opportunity.
4. Golden Age Cards available for distribution in Student Personnel Office, Continuing Education Office, and Cody Office.
5. Providing classes in retirement homes and senior centers.

h. By cultivating programs of a cultural and recreational nature.

1. Public program series offered each year which is open to the residents of the entire area.
2. Special workshops and seminars are offered.
3. Concerts, plays, clinics, poetry readings, art exhibits, photography exhibits, lecture series, and other activities sponsored by the College.
4. Off-campus coordinators provided a monthly Calendar of Events.
5. Facility Use Schedule.
6. Needs Assessment Study.

i. By maintaining a cooperative relationship with the public schools in the service area.

    1. Public schools provide use of facilities free of charge including custodial services, utilities, and use of available equipment.

    2. Instructors in the public schools serve a valuable role as resource instructors for credit classes.

    3. Cooperation and support of Superintendents in the service area strengthens the program and contributes to its growth.

j. By making college credit classes available to high school students who are capable of taking advantage of these offerings.

    1. Off-campus coordinators work with public school administrators and counselors to determine college-level classes of value to high school juniors and seniors.

    2. Classes offered during the day in an effort to permit high school students to attend.

    3. High school students of junior and senior level permitted to take college classes through permission of their Principal or Counselor.

    4. Class schedule.

    5. Guideline Booklet.

k. By employing field-based coordinators at strategic locations in the service area.

    1. Part-time coordinators employed in communities of Basin, Cody, Lovell and Worland.

    2. Coordinators are also employed by the public schools which makes utilization of facilities an efficient process.

    3. Coordinators provide a valuable service in assessing the educational needs.

    4. Cody Office Supervisor.

l. By providing advisement and counseling opportunities for part-time students both on and off campus.

   1. College counselors advise and counsel adult students.
   2. Counselors currently working with over 50 part-time students seeking degrees.
   3. Continuing Education staff and coordinators play a major role in advising and counseling part-time students.
   4. Counselors are available for consultation at off-campus registrations.
   5. Full-time staff of the College assists in advisement of part-time students.
   6. Class schedule.
   7. Guideline Booklet.

m. By scheduling a broad range of college-level classes to make the availability of degrees and certificates for the part-time student throughout the service area.

   1. Division Chairmen, counselors and coordinators work closely with Continuing Education Office in schedule development.
   2. A College commitment to provide the necessary classes which assure accessibility to degree and certificate opportunities.
   3. Classes offered in strategic locations which require part-time students to travel only short distances to take needed classes.

n. By maintaining a College office in Cody which is staffed by a coordinator to serve the needs of Cody and Meeteetse residents.

   1. Serves as an off-campus center for distribution of College information.
   2. Provides duplication services for part-time faculty teaching in Cody and Meeteetse.

12 Serves as a registration center for part-time students.

4. Office Manager provides valuable input into schedule development, location of instructors, and assessment of needs.

5. Full-time and part-time students use the office to obtain needed information, various college forms, and other requested services.

6. Serves a major function as a referral center to the main campus.

o. By allowing flexibility in responding to community needs by scheduling classes between semesters as need determines.

1. Capability of starting classes at various times during the semester.

2. Classes offered second eight weeks each semester.

3. Classes offered on demand if sufficient interest, a qualified instructor, and adequate facilities available.

4. Credit and noncredit classes offered during the summer.

5. Class schedule.

p. By making registration an easy process for the part-time student through:

1. Part-time student registration by mail.

2. Registrations taken by phone with form mailed immediately to student so process can be completed.

3. Evening registrations held in six communities each semester.

4. Registration forms which supply needed information and are simple to complete are designed in cooperation with the Registrar.

5. Part-time registration form.

q. by sustaining economical tuition rates for the part-time student.

   1. Part-time tuition $15 per credit hour.

   2. Part-time students are permitted to enroll in 11 credit hours or less at part-time rate.

   3. Class schedule.

r. By maintaining an adequate file of part-time instructors.

   1. Approved part-time instructors′ credentials on file in Offices of President and Dean of Continuing Education.

   2. Files maintained alphabetically and cross-indexed by department.

   3. Separate files maintained for instructors who apply for approval and positions not available or approval not granted.

   4. Part-time instructors′ files available to Division Chairmen to fill instructor shortages when necessary.

   5. Guideline Booklet.

s. By keeping the public informed concerning Continuing Education activities, which provides a mechanism for community support.

   1. Position of Assistant President for College Relations.

   2. Extensive media blitz conducted five times a year prior to registration periods through College Relations Office.

   3. Extensive use of newspaper and radio advertisements, public service announcements, bulk mailings of class schedules, posters in various communities.

   4. Coordinators and College personnel appearances on radio talk shows.

   5. College Relations Office provides extensive service regarding College activities available to public.

t. By working cooperatively with the University of Wyoming

Field Representative in support of University Extension programs and other activities.

1. University of Wyoming Extension classes listed in the Continuing Education Schedule.
2. Provision of office space to the University of Wyoming Field Representative at no cost to the University.
3. University of Wyoming Field Representative included in coordinators′ meetings.
4. University of Wyoming Field Representative assists College by disseminating Continuing Education information.
5. University of Wyoming co-sponsorship of Continuing Education activities each year.
6. Field Representative serves as an adviser to assist adult students with upper-division and graduate class needs.
7. Class schedule.

u. By taking steps to promote the comparability of on- and off-campus courses.

1. Sharing of on-campus course outlines with off-campus faculty.
2. Number of full-time faculty teaching in the evening and off campus.

GOAL 6: To strive for excellence in all programs of instruction.

a. By implementing a multifaceted faculty evaluation system.

1. Faculty Handbook provisions.
2. Recommendations of the Rank and Continuing contract Committee.
3. Report of Ad Hoc Committee on Faculty Evaluation.

4. Review responsibility of Instruction Committee (see *Faculty Handbook*).

b. By implementing a procedure for review and recommendation of faculty rank and continuing contract decisions.

   1. *Faculty Handbook* provisions.

   2. Recommendations of the Rank and Continuing Contract Committee.

c. By supporting a faculty-directed faculty development program.

   1. *Faculty Handbook* provisions.

   2. Awards and newsletters of Faculty Development Committee.

   3. Budget commitment to Faculty Development Committee.

   4. Seminars and workshops sponsored by the Faculty Development Committee.

d. By supporting a program of sabbatical leave and professional travel.

   1. *Faculty Handbook* provisions.

   2. Divisional reports.

   3. Dean of Instruction's records.

   4. Budget commitment.

e. By utilizing available publications for nationwide recruitment of faculty

   1. Information from College Relations Office.

   2. Numbers and diversity of origin of applications.

f. By utilizing a broad-based screening process for faculty selection.

   1. *Faculty Handbook* provisions.

   2. Reports from Screening Committee.

g. By developing and implementing a comprehensive course and program review process.
    1. Minutes.
    2. Curriculum Committee guidelines in Faculty Handbook.
    3. Periodic curriculum review by the Curriculum Committee.

h. By maintaining adequate funding for instructional equipment and facilities.
    1. Budget and planning process.
    2. Building programs to accommodate growth.

i. By providing a program of scholarships designed to attract students of quality.
    1. Financial Aids Office.
    2. Academic Advisory Council minutes.

j. By encouraging high performance standards of students.
    1. Course outlines.
    2. Follow-up information.
    3. College recognition of exceptional student performance.
    4. Sophomore merit awards.

GOAL 7: To broaden perceptions of the world.

a. By degree requirements which include general education courses for all degrees and by the additional requirement of foreign culture awareness courses for the A.A. degrees.
    1. Degree requirements from College Catalog.
    2. Suggested courses of study from College Catalog.

b. By providing in the classroom various definitions of the world according to disciplinary perspectives.

  1. Course descriptions from the College Catalog.

  2. Variety of disciplines represented at the College as described in the College Catalog.

  3. Various student responses to Student Follow-up Survey, questions on "Understanding different philosophies and cultures," "Understanding the interaction of man and his environment," "Understanding and appreciating the arts," and "Understanding and applying mathematics in your daily activities."

c. By the sponsorship of and a financial commitment to student travel in Wyoming, in the country, and abroad.

  1. Budget.

  2. Course offerings from the College Catalog.

  3. Records of trips sponsored by the College.

d. By the active support of and a financial commitment to public programs in order to bring speakers and cultural events to our campus.

  1. Budget.

  2. Minutes of Public Program Committee.

  3. Facility use report.

e. By the sponsorship of clubs which bring students into contact with the world beyond the College.

  1. College Catalog.

  2. Student accounts.

f. By an active recruitment program which brings foreign students to our campus to live and study.

  1. Budget for Foreign Student Adviser.

  2. Enrollment figures.

3. Foreign Student Adviser's records on how many contacts are made.

g. By providing residence halls so that students have the cultural experience of living and working with others from different disciplines and geographic areas.

1. Description of Housing Program.

2. Support personnel for Housing Program.

3. Budget for housing.

4. Future plans for housing.

5. Demographics of who lives in the residence halls.

6. Student Follow-up Survey: "Rating of Residence Hall services and programs."

h. By the national recruitment of faculty.

1. Records of ad placement.

2. Record of faculty candidates brought to campus for interviews and from where.

3. Faculty profile in College Catalog.

4. Faculty recruitment budget.

5. Policy for search committees.

i. By limited national recruitment of students for selected programs and activities, and by remaining open to the enrollment of students from beyond our larger service area of WICHE states.

1. Records of ads placed for programs.

2. Records of how many of our students come from out-of-state.

3. Records of contact files.

4. Reasonable tuition policy for out-of-state students.

GOAL 8: To promote general education as an important component in each student's program of study.

a. By instituting degree requirements which expose students to various areas of knowledge.

   1. *College Catalog*.

   2. Oversight of Instruction Committee.

b. By offering a broad range of courses in the various areas of knowledge.

   1. *College Catalog*.

   2. Class schedule

c. By providing advisement sensitive to the general education component in each program of study.

   1. Suggested programs in *College Catalog*.

   2. Program Advisement Sheets.

   3. *Student Advisement Handbook*.

TRANSFER COMPARISON STUDY

Comparison of average G.P.A. between all University of Wyoming Juniors and Seniors and those University of Wyoming Juniors and Seniors who have transferred from Northwest Community College, Fall 1981.

	Agriculture	Arts & Sci.	Comm. & Ind.	Education	Engineering	Health Sci.	Class Average	NWCC Transfers
Juniors	104 @ 2.45	479 @ 2.29	307 @ 2.28	255 @ 2.51	246 @ 2.13	78 @ 2.50	1,469 @ 2.32	57 @ 2.46
Seniors	137 @ 2.47	533 @ 2.41	296 @ 2.44	222 @ 2.55	317 @ 2.28	118 @ 2.50	1,623 @ 2.42	70 @ 2.91

OCCUPATIONAL STUDENT FOLLOW-UP SUMMARY

GRADUATES

		Successfully Employed In This Field	Graduates Making Use of the Program			Changed Career Objectives or Unemployed	Cannot Be Located	Total
			Univ.	NWCC	Other			
Accounting	1982	1	2	0	0	0	4	7
	1983	2	2	0	0	1	1	6
	Total	3	4	0	0	1	5	13
Agriculture	1982	3	4	2	1	0	0	10
	1983	5	2	1	0	2	0	10
	Total	8	6	3	1	2	0	20
Agri-Business	1982	1	5	0	1	1	0	8
	1983	1	4	0	0	0	0	5
	Total	2	9	0	1	1	0	13
Business Admin.	1982	2	4	1	0	2	7	16
	1983	6	15	1	0	2	1	25
	Total	8	19	2	0	4	8	41
Data Processing	1982	0	3	0	0	1	0	4
	1983	1	5	1	0	0	4	11
	Total	1	8	1	0	1	4	15
Equestrian Studies	1982	5	2	0	0	1	3	11
	1983	2	0	1	0	3	4	10
	Total	7	2	1	0	4	7	21
Home Economics	1982	0	4	1	1	0	0	6
	1983	0	1	0	1	1	1	4
	Total	0	5	1	2	1	1	10
LPN	1982	13	1	0	0	5	0	19
	1083	12	0	0	0	3	1	16
	Total	25	1	0	0	8	1	35
MLT	1982	3	0	0	0	2	0	5
	1983	0	0	0	1	2	0	3
	Total	3	0	0	1	4	0	8

		Successfully Employed In This Field	Graduates Making Use of the Program			Changed Career Objectives or Unemployed	Cannot Be Located	Total
			Univ.	NWCC	Other			
Office Admin.	1982	4	2	0	1	3	2	12
	1983	6	1	0	0	2	3	12
	Total	10	3	0	1	5	5	24
Photography	1982	3	2	2	1	0	1	9
	1983	1	2	4	0	0	4	11
	Total	4	4	6	1	0	5	20
Printing	1982	1	0	0	0	2	0	3
	1983	2	0	0	0	0	0	2
	Total	3	0	0	0	2	0	5
Welding	1982	4	0	1	1	4	2	12
	1983	8	2	0	1	1	0	12
	Total	12	2	1	2	5	2	24
	GRAND TOTAL	86	63	15	9	38	38	249

CONTINUING EDUCATION

July, 1983

Class Enrollment by Semester

TOWN	NUMBER OFFERED	NUMBER SUCCESSFUL	NUMBER ENROL.	NUMBER FACULTY	NUMBER OFFERED	NUMBER SUCCESSFUL	NUMBER ENROL.	NUMBER FACULTY	NUMBER OFFERED	NUMBER SUCCESSFUL	NUMBER ENROL.	NUMBER FACULTY
					Fall 1979				**Spring 1980**			
Basin					23	17	174	15	23	21	237	16
Cody					15	12	146	10	15	10	124	8
Lovell					14	8	101	7	14	10	125	7
Powell					45	36	397	31	60	48	560	33
Worland					20	15	139	13	22	17	203	15
Totals					117	88	957	66	134	106	1,249	79
	Summer 1980				**Fall 1980**				**Spring 1981**			
Basin					21	12	146	11	22	16	184	14
Cody					19	15	162	14	24	18	191	19
Lovell					12	10	125	8	19	11	141	9
Powell	14	7	98	5	51	42	564	35	55	42	607	33
Thermopolis					—	—	—	—	2	2	27	2
Worland					20	19	202	15	21	18	226	16
Totals	14	7	98	5	123	98	1,199	83	138	107	1,376	93
	Summer 1981				**Fall 1981**				**Spring 1982**			
Basin					16	12	154	10	22	17	199	15
Cody					17	11	141	11	18	11	108	11
Lovell		—CANCELED—			18	13	150	12	15	12	116	9
Powell		(No Funding Available)			55	52	663	40	58	50	620	38
Thermopolis					2	2	30	2	1	1	12	1
Worland					25	18	252	18	31	22	235	19
Totals					133	108	1,390	93	145	113	1,290	93

APPENDIX IV-1

NWCC-UW CREDITS TRANSFER REPORT 26 SEP 1983

('WYOMING HIGHER EDUCATION COURSE TRANSFER GUIDE' VOL II RVSD SPRING 1983)

800416

NWCC COURSE	UW COURSE	UW COURSE TITLE	SEM	GRADE
CS130	COSCI-300D	INTRO COMPUTER PROG	81S	
EN111	ENGL-301F	FRESHMAN ENGLISH	81S	
AS150	ASTR-402D	DESCRIP ASTRONOMY	81S	
GL145	GEOL-301D	HISTORICAL GEOLOGY	81S	
MA105	NSCI-201D	PRE-COLLEGE MATH	81S	
WE115	N/A	NO UW EQUIVALENT COURSE	81S	
AG170	N/A	NO UW EQUIVALENT COURSE	81S	
MA191	MATH-311F	CALC/ANALYTIC GEOM I	81F	
CH111	CHEM-301F	GEN CHEMISTRY I	81F	
CH111-LAB	CHEM-301F	GEN CHEMISTRY I	81F	
EG120	ENSCI-300D	GRAPHICS	81F	
MA140	MATH-320G	PRE-CALCULUS TRIG	81F	
AS150	ASTR-402D	DESCRIP ASTRONOMY	81F	
MA192	MATH-311G	CALC/ANALYTIC GEOM II	82S	
CH112	CHEM-301G	GEN CHEMISTRY II	82S	
EN113	ENGL-301G	FRESHMAN ENGLISH	82S	
EG230	ESCI-401D	STATICS	82S	
CH112-LAB	CHEM-301G	GEN CHEMISTRY II	82S	
MA193	MATH-511D	MULTIVARIATE CALCULUS	82F	
CS140	COSCI-301F	INTRO COMPUTER SCI	82F	
EG210	CENGR-470D	ENGR SURVEY	82F	
EG210-LAB	CENGR-470D	ENGR SURVEY	82F	
EG240	ENSCI-402D	DYNAMICS	82F	
GL140	GEOL-301F	PHYSICAL GEOLOGY	82F	
GL140-LAB	GEOL-301F	PHYSICAL GEOLOGY	82F	
MA220	MATH-518D	APPLIED CALCULUS	83S	
PE150	N/A	NO UW EQUIVALENT COURSE	83S	
EG250	ESCI-406D	THERMODYNAMICS I	83S	
EG260	INED-541D	ELECTR POWER	83S	
EG260	ESCI-408D	ELEC CONCEPTS	83S	
EG260-LAB	INED-541D	ELECTR POWER	83S	
EG260-LAB	ESCI-408D	ELEC CONCEPTS	83S	
EG270	ESCI-404D	MECH OF MATERIALS I	83S	

GRADE CODES: (A=4.0 PTS)

A=EXCELLENT, B=ABOVE AVG, C=AVERAGE, D=BELOW AVG, F=FAILURE, I=INCOMPLETE
N=NO GRADE SUBMITTED, P=PASSING, S=SATISFACTORY, T=AUDIT, U=UNSATISFACTORY
W=WITHDRAWN

APPENDIX IV-2

NORTHWEST
COMMUNITY
COLLEGE
Powell, Wyoming 82435

August 22, 1983

TO: John DeWitt, Ken Rochlitz & Darrel Sandborn

FROM: Dennis Albrecht, Intramural Director

Here are the totals of participation for the 1982-83 academic school year in the Intramural program. An (F) indicates Fall Semester and an (S) indicates Spring.

SPORT	MEN	WOMEN	CO-REC	TOTALS
Basketball (3 on 3) (F)	58	20		78
Basketball (5 on 5) (S)	74	53	48	175
Colter Relay (F)	29	2		31
Coors Campus Fest (S)	83	62		145
Co-Rec Bowling (F)			20	20
Flag Football (F)	64	49		113
Floor Hockey (S)	62	45		107
Horseshoe Tournament (F)	14	6	10	30
100 Mile Run-a-thon (F)	30	19		49
100 Mile Run-a-thon (S)	33	17		50
Ping Pong (S)	22		8	30
Pool Tournament (S)	32	7	16	55
Racquetball Doubles (F)	12	6	8	26
Racquetball Doubles (S)	20	4	10	34
Racquetball Singles (F)	15	8		23
Racquetball Singles (S)	13	5		18
Soccer (Indoor) (F)	37	39		76
Soccer (S)	73	18		91
300 Mile Bike-a-thon (F)	22	5		27
300 Mile Bike-a-thon (S)	16	8		24
Softball (F)	72	48	96	216
Softball (S)	88	79	104	271
Volleyball (F)		47	120	167
Volleyball (S)			76	76
Turkey Trot (3-mile run) (F)	13	4		17
TOTALS:	882	551	516	1949

TEAM TOTALS

SPORT	MEN	WOMEN	CO-REC	TOTALS
Basketball (3 on 3)	12	4		16
Basketball	8	5	5	18
Bowling (F)			10	10
Colter Relay	9		1	10
Flag Football	5	5		10
Floor Hockey	6	4		10
Indoor Soccer	4	4		8
Slow Pitch Softball (F)	5	4	7	16
Volleyball (F)		5	11	16
Volleyball (S)			8	8
Soccer	5	2		7
Slow Pitch Softball (S)	7	5	7	19
TOTALS:	61	38	49	148

INTRAMURAL PARTICIPATION FOR 1981 - 1982

SPORT	MEN	WOMEN	CO-REC	TOTALS
Basketball (3 on 3) (F)	54	8	-	62
Basketball (5 on 5) (S)	46	40	-	86
Colter Relay (F)	-	-	20	20
Coors Campus Fest (S)	45	25	20	90
Flag Football (F)	104	41	-	145
Floor Hockey (S)	105	32	-	137
Horseshoe Tournament (F)	12	4	6	22
100 Mile Run-a-Thon (F)	13	9	-	22
100 Mile Run-a-Thon (S)	10	12	-	22
Ping Pong (F)	9	5	8	22
Racquetball Doubles (F)	12	8	18	38
Racquetball Singles (F)	15	6	-	21
Racquetball Doubles (S)	14	12	10	36
Racquetball Singles (S)	16	9	-	25
Skiing (S)	4	4	-	8
Soccer (S)	70	22	-	92
300 Mile Bike-a-Thon (F)	11	6	-	17
Softball (F)	102	49	107	258
Softball (S)	71	58	115	244
Volleyball (F)	-	-	132	132
Volleyball Tournament (F)	-	-	68	68
Volleyball (S)	-	-	74	74
TOTALS:	713	350	578	1641

NOTE: (F) indicates Fall Semester (S) indicates Spring Semester

INTRAMURAL TEAM TOTALS FOR 1981 - 1982

SPORT	MEN	WOMEN	CO-REC
Flag Football	10	4	-
Slow Pitch Softball (F)	8	4	9
Slow Pitch Softball (S)	5	5	9
Volleyball (F)	-	-	14
Volleyball (S)	-	-	8
Basketball	5	4	-
Floor Hockey	11	4	-
Soccer	6	2	-

Note: (F) indicates Fall Semester & (S) indicates Spring Semester

APPENDIX IV-3

RESULTS OF NWCC STUDENT NEEDS SURVEY

The following results were established from the tabulation of the 1982 Fall semester Student Needs Survey. Eight hundred surveys were distributed to full-time students on campus and off-campus. On campus, surveys were distributed and collected by R.A.'s in each of the dormitories. Off-campus, surveys were mailed directly to full-time students. Two hundred and sixteen surveys were returned for tabulation. The following numbers show the distribution of students by class and sex.

Females - (Freshmen)	65
Females - (Sophomore)	51
Males - (Freshmen)	57
Males - (Sophomore)	43
TOTAL RETURNED	216

ON CAMPUS 187

OFF CAMPUS 29

(Percentages reflect students marking both strong and moderate needs)

NEED	Freshmen Females	Freshmen Males	Sophomore Females	Sophomore Males	Total Pop.
ACADEMIC NEEDS:					
1) To develop more effective study skills.	77%	81%	76%	66%	76%
2) To improve my math skills	75%	77%	64%	72%	71%
3) To obtain more information & help in transferring to another college.	58%	77%	78%	77%	70%
4) To feel less anxious when taking tests	70%	74%	72%	60%	68%
5) To learn how to adjust to different teachers' expectations.	72%	67%	65%	70%	67%
6) To become more comfortable in speaking up in class.	73%	68%	65%	63%	65%
7) To take better notes in class.	66%	55%	54%	60%	57%
8) To learn how to become more responsible in forming my own academic program.	59%	49%	51%	53%	52%
9) To improve my reading and writing skills.	55%	47%	46%	53%	50%
10) To learn the basics of math that I missed out on in high school.	54%	53%	48%	52%	50%
11) To learn the basics of grammar, punctuation, & other fundamentals of English that I missed out on in high school.	49%	42%	40%	41%	43%
12) To understand how to use the library better	41%	41%	41%	46%	43%
13) To obtain more help from my academic adviser or in establishing a program plan.	45%	34%	41%	40%	39%

STUDENT NEEDS SURVEY - CONT.

NEED	Freshmen Females	Freshmen Males	Sophomore Females	Sophomore Males	Total Pop.
CAREER NEEDS:					
1) To obtain work experience in career areas in which I am interested.	80%	86%	87%	79%	83%
2) To explore job opportunities for people with my major.	78%	75%	89%	79%	79%
3) To learn how to prepare for careers in which I am interested.	80%	74%	82%	75%	77%
4) To explore my interests, values, and abilities as they relate to my educational/career alternatives.	72%	62%	69%	79%	70%
5) To develop effective job seeking skills (i.e., interviewing, resume writing).	65%	63%	72%	68%	67%
6) To receive help in locating employment after graduation.	65%	60%	73%	72%	66%
7) To obtain information about a variety of career areas.	50%	52%	62%	69%	59%
8) To talk to a counselor about my career plans.	50%	44%	49%	51%	48%
9) To receive help in choosing or changing a major.	43%	42%	34%	41%	41%
PERSONAL NEEDS:					
1) To manage my time more effectively.	73%	52%	65%	61%	63%
2) To understand more about nutrition and develop a healthier life style.	64%	50%	62%	56%	57%
3) To learn how to handle stress & anxiety in my life.	56%	39%	62%	58%	53%
4) To understand myself better & become more self-confident & independent.	60%	39%	49%	47%	48%
5) To handle conflicts with people I live with in a constructive manner.	46%	29%	52%	49%	43%
6) To learn how to deal with personal conflicts in my life.	40%	41%	48%	39%	41%
7) To understand more about nutrition & develop a healthier life style.	50%	24%	52%	40%	41%
8) To learn how to handle stress & anxiety in my life.	54%	26%	51%	35%	41%

STUDENT NEEDS SURVEY - CONT.

NEED	Freshmen Females	Freshman Males	Sophomore Females	Sophomore Males	Total Pop.
PERSONAL NEEDS (CONT):					
9) To be able to develop closer relationship with others.	35%	41%	43%	41%	40%
10) To understand what values are important to me.	44%	35%	39%	30%	37%
11) To understand and be able to cope with depression and loneliness.	45%	30%	42%	33%	37%
12) To be more comfortable in expressing my opinions, thoughts and feelings' honestly and directly.	35%	28%	51%	32%	36%
13) To understand more about love and intimacy.	37%	33%	38%	46%	36%
14) To receive help in becoming involved in school activities.	37%	33%	40%	26%	35%
15) To improve my relationship with my dating/marriage partner.	37%	28%	43%	33%	35%
16) To understand more about human sexuality, venereal disease and birth control.	34%	22%	38%	23%	29%
17) To understand more about the use/abuse of alcohol and drugs.	30%	22%	25%	18%	24%
18) To cope better with feelings of homesickness.	29%	17%	25%	21%	23%
19) To talk to a counselor about personal concerns.	22%	14%	39%	21%	23%

The results of the survey show several areas having a higher percentage of responses, indicating a strong need by students for more assistance. The Counseling Department will place more emphasis on appropriate programs throughout the coming year to assist more students with the areas shown having higher percentages of responses. Hopefully, the faculty and administration will also benefit from the results of this survey.

WYOMING COMMUNITY COLLEGES COMPARATIVE FUNDING
1982-83 Budget Authority

	TOTAL		CASPER		CENTRAL		EASTERN		LARAMIE		NORTHWEST		SHERIDAN		WESTERN	
PROGRAM AREA	$	%	$	%	$	%	$	%	$	%	$	%	$	%	$	%
Administration	6,885,273	7.27	1,231,285	5.22	1,107,933	10,95	396,299	5.70	1,204,959	6.48	760,473	5.89	550,045	5.75	1,634,279	12.57
Student Programs	8,096,570	8.55	1,678,157	7.11	533,845	5.28	997,307	14.35	1,752,920	9.43	1,453,478	11.25	847,400	8.86	833,463	6.41
Instructional and Institutional Support	10,316,099	10.89	1,937,366	8.21	776,181	7.67	1,426,697	20.52	1,681,872	9.05	959,361	7.42	1,545,943	16.16	1,988,679	15.29
Instruction	47,744,105	50.39	12,507,242	52.99	5,967,920	59.00	2,839,337	40.85	9,234,241	49.68	6,411,188	49.61	4,862,687	50.85	5,921,490	45.55
Physical Plant	18,428,268	19.45	5,946,007	25.19	1,554,896	15.37	717,152	10.32	4,203,101	22.61	3,081,506	23.84	1,151,252	12.04	1,774,356	13.65
Legal Reserve	415,000	.43	200,000	.85	25,000	.25	15,000	.21	135,000	.73	10,000	.08	25,000	.26	5,000	.04
Outreach	2,857,234	3.02	101,385	.43	149,390	1.48	559,397	8.05	374,949	2.02	247,382	1.91	581,280	6.08	843,451	6.49
Total	94,742,549	100.	23,601,442	100.	10,115,165	100.	6,951,189	100.	18,587,042	100.	12,923,386	100.	9,563,607	100.	13,000,718	100.
EXPENSE CATEGORY	$	%	$	%	$	%	$	%	$	%	$	%	$	%	$	%
Salaries	56,071,706	59.18	14,249,937	60.38	5,685,773	56.21	4,043,276	58.17	11,124,130	59.85	7,115,636	55.06	5,812,682	60.78	8,040,272	61.85
Benefits	13,145,762	13.88	3,385,937	14.34	1,236,832	12.23	959,449	13.80	2,590,518	13.93	1,754,176	13.57	1,257,993	13.15	1,960,857	15.08
Current Expense	20,776,458	21.93	4,354,580	18.45	2,420,038	23.92	1,747,524	25.14	4,153,753	22.35	3,281,765	25.39	2,102,927	21.99	2,715,871	20.89
Capital	4,333,623	4.58	1,410,988	5.98	747,522	7.39	185,940	2.68	583,641	3.14	761,809	5.90	365,005	3.82	278,718	2.14
Legal Reserve	415,000	,43	200,000	,85	25,000	,25	15,000	.21	135,000	.73	10,000	.08	25,000	,26	5,000	,04
Total	94,742,549	100.	23,601,442	100.00	10,115,165	100.	6,951,189	100.	18,587,042	100.	12,923,386	100.	9,563,607	100.	13,000,718	100.

APPENDIX VIII-J

WYOMING COMMUNITY COLLEGES COMPARATIVE FUNDING
1981-82 Budget Authority

	TOTAL		CASPER		CENTRAL		EASTERN		LARAMIE		NORTHWEST		SHERIDAN		WESTERN	
PROGRAM AREA	$	%	$	%	$	%	$	%	$	%	$	%	$	%	$	%
Administration	5,128,493	7.62	976,755	5.63	803,416	11.19	317,201	6.22	886,693	6.68	529,685	6.07	409,190	6.25	1,205,553	13.16
Student Programs	6,045,758	8.98	1,311,824	7.56	650,339	9.05	718,819	14.10	1,304,600	9.83	955,578	10.95	492,035	7.52	612,563	6.69
Instructional and Institutional Support	8,534,375	12.67	1,362,532	7.85	893,010	12.43	1,306,271	25.63	1,202,793	9.06	847,119	9.70	1,417,800	21.66	1,504,850	16.42
Instruction	35,240,765	52.33	9,490,667	54.70	3,553,800	49.47	2,187,251	42.91	7,268,575	54.75	4,711,778	53.97	3,599,547	54.98	4,429,147	48.33
Physical Plant	12,386,941	18.39	4,207,716	24.26	1,282,905	17.86	567,509	11.14	2,613,042	19.68	1,676,170	19.20	628,098	9.59	1,411,501	15.40
Legal Reserve	10,000	.01									10,000	.11				
Outreach																
Total	67,346,332	100.	17,349,494	100.	7,183,470	100.	5,097,051	100.	13,275,703	100.	8,730,330	100.	6,546,670	100.	9,163,614	100.

EXPENSE CATEGORY	$	%	$	%	$	%	$	%	$	%	$	%	$	%	$	%
Salaries	40,564,469	60.23	10,742,944	61.92	4,371,978	60.86	2,967,294	58.22	8,046,002	60.61	5,101,689	58.44	3,803,189	58.10	5,531,373	60.36
Benefits	8,609,888	12.79	2,324,996	13.40	841,944	11.72	637,372	12.50	1,672,943	12.60	1,100,814	12.60	771,927	11.79	1,259,892	13.75
Current Expense	15,015,036	22.30	3,412,575	19.67	1,650,512	22.98	1,274,906	25.01	2,838,075	21.38	2,343,783	26.85	1,443,071	22.04	2,052,116	22.39
Capital	3,146,939	4.67	868,979	5.01	319,036	4.44	217,481	4.27	718,683	5.41	174,044	2.00	528,483	8.07	320,233	3.50
Legal Reserve	10,000	.01									10,000	.11				
Total	67,346,332	100.	17,349,494	100.	7,183,470	100.	5,097,051	100.	13,275,703	100.	8,730,330	100.	6,546,670	100.	9,163,614	100.

NWCC BUILDINGS

Buildings	Date of Original Construction	Year of Addition	Latest Remodeling	Total Square Feet	Source of Funding
Administrative & Classroom	1956	1966	1983	39,545	G.O. Bonds
Trapper Gymnasium	1956	1961 & 66		17,796	G.O. Bonds
Liberal Arts	1961	1966 & 83		22,884	G.O. Bonds
Social Science/Old Library	1961		1983	10,200	G.O. Bonds
Colter Hall	1961		1975 & 79	25,150	Revenue Bonds
Student Center	1966		1978 & 83	35,386	Revenue Bonds
Bridger Hall	1966		1978	32,100	Revenue Bonds
Lewis & Clark Hall	1966		1978	32,100	Revenue Bonds
Engineering and Technology	1968	1976		38,120	G.O. Bonds & Federal
Multi-Purpose	1977			40,105	G.O. Bonds
Maintenance	1977	Exp 1983		6,250	G.O. Bonds
Home Economics	1974		1982	2,880	Mineral Proceeds
Equestrian Studies Arena	1978			17,900	G.O. Bonds
Equestrian Studies Stables	1978			13,975	G.O. Bonds
LPN	1980			2,880	Mineral Proceeds
Trapper Units A, B, C	1979			9,810	Loan Repayment
Trapper Units D, E	1981			6,540	Cash Reserve
Child Care Center	1982			3,300	Mineral Proceeds
Ashley Hall	1982			27,734	Loan Repayment
Field Station Cabins A, B, C	1982			3,450	Min Proc & WY Rec Com
Field Station Cabin (Caretaker)	1982			1,320	Min Proc & WY Rec Com
Field Station Cabin	1982			5,904	Min Proc & WY Rec Com
Agriculture Pavilion	1983			20,000	NWCC Foundation
Library/Greenhouse	1983			20,600	Mineral Royalty Bonds
Welding Technology Lab	1983			11,250	Mineral Royalty Bonds
Cody Hall	Exp 1984			31,190	Loan Repayment
Total				478,369	

NWCC SUPPORT FACILITIES

Facility	Square Feet	Capacity
Cody Hall Parking Lot	44,802	114
Liberal Arts Parking Lot	20,107	44
Home Economics/LPN Parking Lot	4,992	8
Multi-Purpose Parking Lot	115,667	211
Trapper Gym/Library Parking Lot	38,935	124
Trapper Village Parking Lot	15,120	8
Bridger Hall Parking Lot	16,961	59
Lewis & Clark Hall Parking Lot	42,757	81
Ashley Hall (To be completed)	67,700	215
Tennis Courts	1,998	2 Double Courts
Recreation Field Complex	292,025	Soccer Field, 2 Softball Fields, 2 Fitness Trails

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
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